

# CURRICULUM VITAE

## John Schwoebel

Associate Professor of Psychology  
Utica College

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### EDUCATION

- 1998-2002    Post-Doctoral Research Fellow, Cognitive Neuropsychology, University of Pennsylvania, Temple University, & Moss Rehabilitation Research Institute.  
Advisor: H. Branch Coslett
- 1993-1997    Ph.D., Cognitive Psychology, Boston College  
Dissertation: Recognizing objects seen from novel viewpoints: Effects of view similarity, variability, and time. Advisor: Kavitha Srinivas
- 1990-1992    B.A., Honors Psychology, Castleton University

### TEACHING EXPERIENCE

- 2019-Present    Associate Professor of Psychology, Utica College
- 2014-2018    Assistant Professor of Psychology, Utica College
- 2013-2014    Adjunct Professor of Psychology, Le Moyne College
- 2008-2013    Visiting Assistant Professor of Psychology, SUNY Oswego
- 2004-2007    Assistant Professor of Psychology, Cazenovia College
- 2002-2004    Assistant Professor of Psychology, Cabrini College
- 2000-2003    Adjunct Professor of Psychology, Arcadia University
- 1997-1998    Assistant Professor of Psychology, Cameron University
- 1996-1997    Instructor of Psychology, Boston College

### TEACHING ACTIVITIES

#### Courses Taught at Utica College

**PSY101: Introduction to Psychology** (3 Credits). This lecture course is required for psychology majors and contributes to Psychology Program Goal 1 (Know major concepts in the major subfields of psychology) and Goal 3 (Apply the scientific method to sound research design in psychology) as well as Core Goal 9 (The Individual, Culture, & Society). I have taught two sections of this course each semester since Fall 2014.

**PSY312: Research Methods in Psychology** (4 credits). This lecture and laboratory course is required for psychology majors and contributes to Psychology Program Goal 2 (Apply statistical inference and probabilistic reasoning to problems in psychology), Goal 3 (Apply the scientific method to sound research design in psychology), Goal 4 (Communicate psychological concepts clearly and effectively in writing), and Goal 5 (Use American Psychological Association citation style and construct written reports conforming to APA style). This course focusses primarily on the philosophy of science and experimental design. The major project is an APA style research proposal. I have typically taught one section of this course each semester since Spring 2015.

**PSY354: Cognitive Psychology** (4 Credits). This lecture and laboratory course contributes to the Social/Cognitive category course requirements for psychology majors and to Psychology Program Goal 1 (Know major concepts in the major subfields of

psychology). The major focus of this course is surveying cognitive and cognitive neuroscience research concerning human perception, attention, memory, and decision-making processes. The major project is a literature review. I have taught this course in the Fall 2014 and Fall 2017 semesters and am scheduled to teach one section of this course each Spring semester.

**PSY411: Senior Seminar: How We Spend Our Days** (3 Credits). This writing intensive seminar course is required for psychology majors and contributes to the Utica College Psychology Program Goal 1 (Know major concepts in the major subfields of psychology), Goal 2 (Apply statistical inference and probabilistic reasoning to problems in psychology), Goal 3 (Apply the scientific method to sound research design in psychology), Goal 4 (Communicate psychological concepts clearly and effectively in writing), and Goal 5 (Use American Psychological Association citation style and construct written reports conforming to APA style). In this course, students explored and critically evaluated the recent literature in positive psychology, practiced applying the empirical findings to their everyday lives, and reflected on how the findings may impact their perspectives, beliefs, and goals. The major project for this course was an applied literature review. I developed this course and taught this course for the first time in the Spring 2019 semester.

### **Courses Taught at Other Institutions**

2013-2014 Le Moyne College: PSY101 Introductory Psychology, PSY250 Cognition

2008-2013 SUNY Oswego: PSY100 Introduction to Psychology, PSY280 Analysis of Psychological Data, PSY340 Social Psychology, PSY305/405 Cognition, PSY463 Cognitive Neuroscience Seminar

2004-2007 Cazenovia College: PS101 First Year Seminar, PS120 Introduction to Psychology, PS234 Social Psychology, PS327 Brain and Behavior, PS330 Sensation and Perception, PS364 Cognition, PS377 Research Methods: Psychology, PS499 Senior Capstone

2002-2004 Cabrini College: PSY101 Introduction to Psychology, PSY305 Social Psychology, PSY316 Positive Psychology and Health, PSY341 Research Methods I  
2000-2003 Arcadia University: PY110 Introduction to Psychology, PY212 Developmental Psychology, PY492 Psychology as a Natural Science

1997-1998 Cameron University: PSY331 Cognitive Psychology, PSY336 Psychology of Early and Middle Childhood, PSY337 Psychology of Adolescence and Emerging Adulthood, PSY520 Human Development

1996-1997 Boston College: PSYC1110 Introduction to Psychology as a Natural Science, PSYC4477 Research Practicum: Cognitive Psychology of Memory

### **Advising**

I have primarily provided advisees with course scheduling advice, study strategy recommendations, career path options, and assistance with the graduate school application process.

2018-2019: 20 advisees

2017-2018: 22 advisees

2016-2017: 19 advisees

2015-2016: 7 advisees

## Research Mentoring

The students below worked as research assistants or conducted their own independent research with my supervision. The students assisted with most aspects of experimental design and participant testing and several also assisted with data analyses and preparing materials for conference presentations or, for two students, a manuscript accepted by a peer-reviewed journal.

2018-2019

Kali Regan continued to test participants for the project we began in the Spring 2018 semester and worked with me to analyze the data and prepare a paper presentation, which we presented at the meeting of the Eastern Psychological Association, March 2019.

Ashley Rohacek continued to analyze data collected during the Spring 2018 semester and worked with me to prepare a poster presentation, which we presented at the Eastern Psychological Association, March 2019.

David Buko & Brittney Gawel started a new experimental project with me to examine how imagery and retrieval practice influence recall and episodic memory retrieval processes. They worked on all phases of the experiment and helped to prepare a poster, which we presented at the Eastern Psychological Association, March 2019.

Sommer Edwards & Kristin Robinson started a new experimental project with me to examine how drawing and retrieval practice influence recall and episodic memory retrieval processes. They worked on all phases of the experiment up to and including data analysis.

2017-2018

Kali Regan worked on a project examining how environmental context manipulations influence episodic memory retrieval processes. In addition to reviewing the literature with me, Kali worked on stimulus development, implementing counterbalancing, and participant testing.

Ashley Rohacek conducted independent research under my supervision which examined the effectiveness of retrieval practice on learning to recognize and avoid common cognitive biases (e.g., confirmation bias). She presented her findings at the Northeast Regional Honors Conference (Rohacek, A. (2018, April). *Seeing our decisions anew*. Roundtable presentation at the Northeast Regional Honors Conference, Providence).

Julia Shove, Alexandria Pope, & Timothy Smith worked as research assistants on a project examining the influence of retrieval practice context on memory for scientific reading materials. These students worked through all phases of the research process with me. We presented these findings at the meeting of the Eastern Psychological Association, March 2018.

2016-2017

Acasia Depperman worked for course credit (PSY410, Independent Research in Psychology) on experimental design and participant testing for a replication and extension of previous findings concerning environmental context effects on memory.

Timothy Smith worked for course credit (PSY410, Independent Research in Psychology) on experimental design and stimulus development for a study examining the influence of emotional context on episodic memory.

Acasia Depperman & Jessica Scott worked on a study examining the influence of retrieval practice contexts on episodic memory processes. These students worked on

experimental design, stimulus development, participant testing, and preparing materials for presentation. We presented these findings, in part, at the meeting of the Association for Psychological Science, May 2017. We also recently published these findings in the journal *Memory*.

2015-2016

Stream Conigliaro, Audrey Dalton, & Keri Little worked on a study examining the influence of an episodic specificity induction (i.e., cueing participants to remember the details of a previous experience) and positive emotion induction (i.e., writing a gratitude letter) on creativity. This research was designed to further explore recent findings in the literature suggesting that episodic specificity inductions may increase creativity. These students worked on design, stimulus development, and participant testing with me. Unfortunately, because many participants misunderstood the instructions, we did not obtain meaningful data.

Benjamin Wadas worked on a revised pilot study following up on my previous examinations of episodic memory processes. Ben worked through all phases of the research process with me. We presented these findings at the meeting of the Eastern Psychological Association, March 2016.

2014-2015

Brianna Pallas & Audrey Dalton worked on a pilot study examining episodic memory processes. These students worked through all phases of the research process with me. We presented these findings at the meeting of the Eastern Psychological Association, March 2015.

### **Independent Studies**

**PSY410, Independent Study: Cognitive Neuroscience** (3 Credits). Jessica Scott and Dain Heath participated in this course during the Fall 2016 semester. The course involved discussions based on text readings (i.e., Ward, J. (2015). *The Student's Guide to Cognitive Neuroscience* (3<sup>rd</sup> Ed.). Psychology Press: London) as well as supplementary readings from the empirical literature provided by me and collected by the students. The students each reviewed the literature concerning individual topics of interest.

### **Teaching Load Deviations**

#### **Overload Teaching**

Spring 2019	PSY101, PSY101, PSY354, PSY354 Lab, PSY411
Fall 2018	PSY101, PSY101, PSY312, PSY312 Lab A, PSY312 Lab B
Spring 2018	PSY101, PSY101, PSY312, PSY312 Lab A, PSY312 Lab B
Spring 2017	PSY101, PSY101, PSY312, PSY312 Lab A, PSY312 Lab B
Fall 2015	PSY101, PSY101, PSY312, PSY312 Lab A, PSY312 Lab B

### **PROFESSIONAL ACCOMPLISHMENTS**

#### **Publications: Peer-reviewed** (undergraduate student collaborators indicated in bold)

Schwoebel, J., **Depperman, A. K.**, & **Scott, J. L.** (2018). Distinct episodic contexts enhance retrieval-based learning. *Memory*, 26, 1291-1296. doi: 10.1080/09658211.2018.1464190  
*Memory* is a peer-reviewed journal publishing manuscripts concerning all aspects of human memory research. All three authors participated in designing and conducting the experiment. I analyzed the data and wrote the manuscript, with editorial assistance from my co-authors.

### **Prior to Employment at Utica College**

- Coslett, H. B., Buxbaum, L. J., & Schwoebel, J. (2008). Accurate reaching after active but not passive movements of the hand: Evidence for forward modeling. *Behavioural Neurology, 19*, 117-125.
- Schwoebel, J., & Coslett, H. B. (2005). Evidence for multiple, distinct representations of the human body. *Journal of Cognitive Neuroscience, 17*, 543-553.
- Schwoebel, J., Buxbaum, L. J., & Coslett, H. B. (2004). Representations of the human body in the production and imitation of complex movements. *Cognitive Neuropsychology, 21*, 285-298.
- Shenton, J. T.**, Schwobel, J., & Coslett, H. B. (2004). Mental motor imagery and the body schema: Evidence for proprioceptive dominance. *Neuroscience Letters, 370*, 19-24.
- Coslett, H. B., Saffran, E. M., & Schwobel, J. (2002). Knowledge of the human body: A distinct semantic domain. *Neurology, 59*, 357-363.
- Schwoebel, J., Boronat, C. B., & Coslett, H. B. (2002). The man who executed "imagined" movements: Evidence for dissociable components of the body schema. *Brain and Cognition, 50*, 1-16.
- Schwoebel, J., Coslett, H. B., Bradt, J., Friedman, R., & Dileo, C. (2002). Pain and the body schema: Effects of pain severity on mental representations of movement. *Neurology, 59*, 775-777.
- Schwoebel, J., Coslett, H. B., & Buxbaum, L. J. (2001). Compensatory coding of body part location in autotopagnosia: Evidence for extrinsic egocentric coding. *Cognitive Neuropsychology, 18*, 363-381.
- Schwoebel, J., Friedman, R., **Duda, N.**, & Coslett, H. B. (2001). Pain and the body schema: Evidence for peripheral effects on mental representations of movement. *Brain, 124*, 2098-2104.
- Schwoebel, J., Dews, S., Winner, E., & Srinivas, K. (2000). Obligatory processing of the Literal meaning of ironic utterances: Further evidence. *Metaphor and Symbol, 15*, 47-61.
- Schwoebel, J. & Srinivas, K. (2000). Recognizing objects seen from novel viewpoints: Effects of view similarity and time. *Journal of Experimental Psychology: Learning, Memory, and Cognition, 26*, 915-928.
- Srinivas, K. & Schwobel, J. (1998). Generalization to novel views from view combination. *Memory and Cognition, 26*, 768-779.

### **Conference Presentations**

- Rohacek, A.** & Schwobel, J. (2019, March). *Your decisions matter! Teaching intervention improves decision making*. Poster presented at the meeting of the Eastern Psychological Association, New York City.
- This regional conference draws researchers from diverse fields in psychology, meets in relatively nearby locations (New York City, Philadelphia, & Boston), and has relatively low registration fees, making it an excellent conference for student researchers to attend.
- Schwoebel, J., **Gawel, B. L.**, & **Buko, D. A.** (2019, March). *Imagination: The role of reinstating episodic contexts in retrieval-based learning*. Poster presented at the meeting of the Eastern Psychological Association, New York City.

- Schwoebel, J. & **Regan, K. A.** (2019, March). *Enhancing recall: The role of reinstating episodic contexts in retrieval-based learning*. Paper presented at the meeting of the Eastern Psychological Association, New York City.
- Schwoebel, J., **Shove, J. C., Pope, A. S., and Smith, Jr., T. W.** (2018, March). *Why does retrieval in varied environmental contexts enhance learning?* Poster presented at the meeting of the Eastern Psychological Association, Philadelphia.
- Schwoebel, J., **Depperman, A. K., & Scott, J. L.** (2017, May). *Distinct temporal and environmental contexts enhance retrieval-based learning: How to effectively cram for an exam*. Poster presentation at the meeting of the Association for Psychological Science, Boston.
- This conference is the annual meeting of an international organization dedicated to promoting research in all fields of psychology. We presented preliminary analyses of the study that was subsequently published (see in press article above).
- Schwoebel, J. (2017, March). *Standing on the shoulders of giants...eventually: The rediscoveries and recent flourishing of retrieval-based learning*. Paper presentation at the meeting of the Eastern Psychological Association, Boston
- Schwoebel, J. & **Wadas, B.** (2016, March). *Improving long-term memory: The role of retrieval practice in different contexts*. Paper presentation at the meeting of the Eastern Psychological Association, New York (See Supporting Documents).
- Schwoebel, J., **Pallas, B., & Dalton, A.** (2015, March). *Retrieval-based learning: Distinct retrieval practice contexts enhance long-term retention*. Poster presentation at the meeting of the Eastern Psychological Association, Philadelphia.

#### **Prior to Employment at Utica College**

- Long, S., & Schwobel, J.** (2011, March). *Examining the relationships between working memory capacity and self-control*. Poster presentation at the meeting of the National Conference on Undergraduate Research, Ithaca, New York.
- Schwoebel, J., **Sorensen, T., & Kuhn, A.** (2007, March). *Testing trounces studying in the battle for long-term retention: A cognitive version of no pain no gain*. Poster presentation at the meeting of the Eastern Psychological Association, Philadelphia.
- Schwoebel, J. & **Swart, S. L.** (2006, March). *Does motor imagery reflect constraints on movement imposed by tool-use?* Poster presentation at the meeting of the Eastern Psychological Association, Baltimore.
- Buxbaum, L. J., Schwobel, J., & Coslett, H. B. (2003, March). *Body representations and imitation in ideomotor apraxia*. Poster presentation at the meeting of the Cognitive Neuroscience Society, New York.
- Coslett, H. B., Saffran, E. M., & Schwobel, J. (2002, October). *Knowledge of the human body: A distinct semantic domain*. Poster presentation at the meeting of the Academy of Aphasia, New York.
- Coslett, H. B. & Schwobel, J. (2002, April). *Body representations: Dissociating lexical-semantic and structural knowledge of the human body*. Platform presentation at the American Academy of Neurology, Denver.
- Schwoebel, J., Friedman, R., Coslett, H. B., & **Duda, N.** (2001, April). *Pain alters the body schema*. Poster presentation at the meeting of the American Academy of Neurology, Philadelphia.

- Friedman, R., Schwoebel, J., Coslett, H. B., & Duda, N. (2001, May). *Unilateral pain affects the body schema*. Poster presentation at the meeting of the American Pain Society, Phoenix.
- Schwoebel, J., Coslett, H. B., & Lemieux, S. (2000, April). *Anosognosia for movement: Improvement of hand movements without awareness during mental imagery*. Poster presentation at the meeting of the Cognitive Neuroscience Society, San Francisco.
- Srinivas, K., Verfaellie, M., Schwoebel, J., & Nugent, D. (1997, April). *Recognition memory for depth rotated objects in amnesics and normals*. Poster presentation at the meeting of the Cognitive Neuroscience Society, Boston.
- Schwoebel, J. & Srinivas, K. (1996, November). *Implicit and explicit memory for object exemplars*. Poster presentation at the meeting of the Psychonomic Society, Chicago.
- Srinivas, K. & Schwoebel, J. (1996, July). *Implicit and explicit memory for object location*. Paper presentation at the International Conference on Memory, Padova, Italy.
- Schwoebel, J. & Srinivas, K. (1996, March). *Implicit and explicit memory for exemplars*. Paper presentation at the meeting of the Eastern Psychological Association, Philadelphia.
- Srinivas, K. & Schwoebel, J. (1995, November). *Implicit and explicit memory for object location*. Poster presentation at the meeting of the Psychonomic Society, Los Angeles.
- Schwoebel, J., & Srinivas, K. (1995, March). *Implicit and explicit memory for object location*. Paper presentation at the meeting of the Eastern Psychological Association, Boston.
- Srinivas, K. & Schwoebel, J. (1994, November). *Is implicit memory for novel objects viewpoint-specific or viewpoint-invariant?* Poster presentation at the meeting of the Psychonomic Society, St. Louis.
- Klein, J. & Schwoebel, J. (1992, March). *Highly interesting details, signally instructions, and the comprehension of expository text*. Paper presentation at the meeting of the American Educational Research Association, Los Angeles.
- Klein, J. & Schwoebel, J. (1991, April). *Highly interesting details and the comprehension of expository text: A developmental investigation*. Paper presentation at the meeting of the New England Educational Research Association, Portsmouth, NH.

## **SERVICE TO UTICA COLLEGE**

### **Utica College – Formal Service**

2016-Present Member, Academic Standards Committee

2016-Present Faculty Advisor, Utica College Chapter of Psi Chi

Psi Chi is an international honor society in psychology with a mission to support student engagement in psychological research. I identify eligible students, organize the Psi Chi Induction Ceremony each Spring semester, and encourage students to become involved in psychological research.

2016-Present Faculty Advisor, Utica College Psychological Society

Psychological Society is a Utica College student club open to all students interested in attending meetings and events related to psychology. I help students organize meetings, fundraisers, volunteer activities (e.g., Relay for Life), and events (e.g., movie night, *The Stanford Prison Experiment*), and I regularly contribute to the club's Facebook page in an effort to inform students about current events related to psychology and current psychological research as well as to foster a sense of community among psychology majors, alumni, and faculty.

- 2017-Present Member, Search Committee for tenure-track Assistant Professor of Psychology
- 2017 Member, Search Committee for a one-year Visiting Instructor of Biology
- 2016-2017 Member, Academic Space Subcommittee
- 2016-2017 Member, Middle States Standard VI Subcommittee
- 2015-2016 Member, Library Advisory Committee
- 2015-2016 Member, National Survey of Student Engagement Committee

**Utica College – other service**

- 2016-Present Psychology Program Assessment, I developed and implemented pretest-posttest instruments and rubrics for assessing program learning goals for Introduction to Psychology, Research Methods in Psychology, and Cognitive Psychology.
- 2016-Present Majors, Minors, and Programs Fair. I represented the Psychology Department and collected informative materials to distribute to students interested in psychology.
- 2016-Present Psychology Department PowerPoint. I developed and updated a presentation consisting of pictures of psychology faculty and students presenting their research and engaging in other departmental activities. This PowerPoint is displayed during admissions events and has been submitted as a supporting document for the Psychology Department’s annual goals report.
- 2016 Five-Year Program Review. I investigated and wrote a portion of the *Students* section of the report.

**Intramural Presentations**

- Schwoebel, J. & Regan, K. (2018). *Retrieving episodic contexts improves long-term memory*. Presented at Faculty Research Day.
- Schwoebel, J., Depperman, A. K., & Scott, J. L. (2017). *Distinct episodic contexts enhance retrieval-based learning*. Presented at Faculty Research Day.
- Schwoebel, J. (2016). *Creating and Maintaining Healthy Habits: Evidence from Cognitive Neuroscience and Psychology or Whatever Happened to Your New Year’s Resolutions?* Presented at Utica College Health & Wellness 2-Day Lunch & Learn Meetings.

**SERVICE TO THE LARGER COMMUNITY**

- 2015-Present Chair of the Scientific Review Committee and member of the Utica College Regional Science Fair Planning Committee
- 2016 Judge for Regional Science Fair held at Utica College

**Professional Service**

- 2018 Ad hoc reviewer for a manuscript entitled, *Task effects in irony processing: a non-native user of English perspective*, which was submitted to the journal *Language and Speech*.
- 2015 A teaching activity I suggested has been incorporated in the instructor resources and as an end of chapter *Learning Actively* exercise in: Morling, B. (2018). *Research Methods in Psychology: Evaluating a World of Information* (3<sup>rd</sup> ed.). New York: W. W. Norton.

**HONORS**

- 2019 Senior Recognition Award: Nominated by the class of 2019 to be recognized for “unwavering support and guidance”



2014

Utica College Women's Basketball Certificate of Faculty Appreciation