

Alice F. Healy
Representative Journal Articles and Book Chapters

Healy, A F. (1994). Letter detection: A window to unitization and other cognitive processes. *Psychonomic Bulletin & Review*, 1, 333-344.

Healy, A. F., & McNamara, D. S. (1996). Verbal Learning and memory: Does the modal model still work? *Annual Review of Psychology*, 47, 143-172.

Healy, A. F., Havas, D. A., & Parker, J. T. (2000). Comparing serial position effects in semantic and episodic memory using reconstruction of order tasks. *Journal of Memory and Language*, 42, 147-167.

Barshi, I., & Healy, A. F. (2002). The effects of mental representation on performance in a navigation task. *Memory & Cognition*, 30, 1189-1203.

Healy, A. F., Hoffman, J. M., Beer, F. A., & Bourne, L. E., Jr. (2002). Terrorists and democrats: Individual reactions to international attacks. *Political Psychology*, 23, 439-467.

Schneider, V. I., Healy, A. F., & Bourne, L. E., Jr. (2002). What is learned under difficult conditions is hard to forget: Contextual interference effects in foreign vocabulary acquisition, retention, and transfer. *Journal of Memory and Language*, 46, 419-440.

Tao, L., & Healy, A. F. (2002). The unitization effect in reading Chinese and English text. *Scientific Studies of Reading*, 6, 167-197.

Healy, A. F., & Cunningham, T. F. (2004). Reading units that include interword spaces: Filling spaces around a letter can facilitate letter detection. *Memory & Cognition*, 32, 560-569.

Healy, A. F., Kole, J. A., Buck-Gengler, C. J., & Bourne, L. E., Jr. (2004). Effects of prolonged work on data entry speed and accuracy. *Journal of Experimental Psychology: Applied*, 10, 188-199.

Healy, A. F., Wohldmann, E. L., Parker, J. T., & Bourne, L. E., Jr. (2005). Skill training, retention, and transfer: The effects of a concurrent secondary task. *Memory & Cognition*, 33, 1457-1471.

Tao, L., & Healy, A. F. (2005). Zero anaphora: Transfer of reference tracking strategies from Chinese to English. *Journal of Psycholinguistic Research*, 34, 99-131.

Healy, A. F., Wohldmann, E. L., Sutton, E. M., & Bourne, L. E., Jr. (2006). Specificity effects in training and transfer of speeded responses. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 32, 534-546.

- Kole, J. A., & Healy, A. F. (2007). Using prior knowledge to minimize interference when learning large amounts of information. *Memory & Cognition*, 35, 124-137.
- Wohldmann, E. L., Healy, A. F., & Bourne, L. E., Jr. (2007). Pushing the limits of imagination: Mental practice for learning sequences. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 33, 254-261.
- Healy, A. F., Shea, K. M., Kole, J. A., & Cunningham, T. F. (2008). Position distinctiveness, item familiarity, and presentation frequency affect reconstruction of order in immediate episodic memory. *Journal of Memory and Language*, 58, 746-764.
- Kole, J. A., Healy, A. F., & Bourne, L. E., Jr. (2008). Cognitive complications moderate the speed-accuracy tradeoff in data entry: A cognitive antidote to inhibition. *Applied Cognitive Psychology*, 22, 917-937.
- Sumiya, H., & Healy, A. F. (2008). The Stroop effect in English-Japanese bilinguals: The effect of phonological similarity. *Experimental Psychology*, 55, 93-101.
- Wohldmann, E. L., Healy, A. F., & Bourne, L. E., Jr. (2008). A mental practice superiority effect: Less retroactive interference and more transfer than physical practice. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 34, 823-833.
- Raymond, W. D., Healy, A. F., McDonnel, S., & Healy, C. A. (2009). Acquisition of morphological variation: The case of the English definite article. *Language and Cognitive Processes*, 24, 89-119.
- Bonk, W. J., & Healy, A. F. (2010). Learning and memory for sequences of pictures, words, and spatial locations: An exploration of serial position effects. *American Journal of Psychology*, 123, 137-168.
- Bourne, L. E., Jr., Raymond, W. D., & Healy, A. F. (2010). Strategy selection and use during classification skill acquisition. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 36, 500-514.
- Kole, J. A., Healy, A. F., Fierman, D. M., & Bourne, L. E., Jr. (2010). Contextual memory and skill transfer in category search. *Memory & Cognition*, 38, 67-82.
- Lohse, K. R., Healy, A. F., & Sherwood, D. E. (2010). Mental practice in the intermanual transfer of motor skills. *Journal of Imagery Research in Sport and Physical Activity*, 5, Issue 1, Article 6, 1-24.
- Wohldmann, E. L., & Healy, A. F. (2010). Exploring specificity of speeded aiming movements: Examining different measures of transfer. *Memory & Cognition*, 38, 344-355.

Anderson, L. S., Healy, A. F., Kole, J. A., & Bourne, L. E., Jr. (2011). Conservinng time in the classroom: The clicker technique. *Quarterly Journal of Experimental Psychology*, 64, 1457-1462.

Barshi, I., & Healy, A. F. (2011). The effects of spatial representation on memory for verbal navigation instructions. *Memory & Cognition*, 39, 47-62.

Bourne, L. E., Jr., Healy, A. F., Bonk, W. J., & Buck-Gengler, C. J. (2011). Intention to respond in a special way offers some protection against forgetting associations. *American Journal of Psychology*, 124, 23-36.

Healy, A. F., Kole, J. A., Wohldmann, E. L., Buck-Gengler, C. J., & Bourne, L. E., Jr. (2011). Data entry: A window to principles of training. In A. S. Benjamin (Ed.), *Successful remembering and successful forgetting: A Festschrift in honor of Robert A. Bjork* (pp. 277-296). New York: Psychology Press.

Healy, A. F., Wohldmann, E. L., & Bourne, L. E., Jr. (2011). How does practice with a reversed mouse influence subsequent speeded aiming performance? A test of global inhibition. *Journal of Cognitive Psychology*, 23, 559-573.

Kole, J. A., & Healy, A. F. (2011). Memory for details about people: Familiarity, relatedness, and gender congruency. *Memory & Cognition*, 39, 637-648.

Overstreet, M. F., & Healy, A. F. (2011). Item and order information in semantic memory: Students' retention of the "CU fight song" lyrics. *Memory & Cognition*, 39, 251-259.

Raymond, W. D., Healy, A. F., & McDonnell, S. J. (2011). Pairing words with syntactic frames: Syntax, semantics, and count-mass usage. *Journal of Psycholinguistic Research*, 40, 327-349.

Young, M. D., Healy, A. F., Gonzalez, C., Dutt, V., & Bourne, L. E., Jr. (2011). Effects of training with added difficulties on RADAR detection. *Applied Cognitive Psychology*, 25, 395-407.

Healy, A. F., & Wohldmann, E. L. (2012). Specificity and transfer of learning. In B. H. Ross (Ed.) *The psychology of learning and motivation* (Vol. 57, pp. 227-253). San Diego, CA: Elsevier Academic Press.

Lohse, K.R., & Healy, A. F. (2012). Exploring the contributions of declarative and procedural information to training: A test of the procedural reinstatement principle. *Journal of Applied Research in Memory and Cognition*, 1, 65-72.

Wohldmann, E. L., Healy, A. F., & Bourne, L. E., Jr. (2012). Specificity and transfer effects in time production skill: Examining the role of attention. *Attention, Perception, & Psychophysics*, 74, 766-778.

Kole, J. A., & Healy, A. F. (2013). Is retrieval mediated after repeated testing? *Journal of Experiment Psychology: Learning, Memory, and Cognition*, 39, 462-472.

Anderson, L. S., Healy, A. F., Kole, J. A., & Bourne, L. E., Jr. (2013). The clicker technique: Cultivating efficient teaching and successful learning. *Applied Cognitive Psychology*, 27, 222-234.

Healy, A. F., Schneider, V. I., McCormick, B., Fierman, D. M., Buck-Gengler, C. J., & Barshi, I. (2013). Which modality is best for presenting navigation instructions? *Journal of Applied Research in Memory and Cognition*, 2, 192-199.

Healy, A. F., Kole, J. A., & Bourne, L. E., Jr. (2014). Training principles to advance expertise. *Frontiers in Psychology*, 5, 131.

Sherwood, D. E., Lohse, K. R., & Healy, A. F. (2014). Judging joint angles and movement outcome: Shifting the focus of attention in dart-throwing. *Journal of Experimental Psychology: Human Perception and Performance*, 40, 1903-1914.

Healy, A. F., Schneider, V. I., & Barshi, I. (2015). Specificity and transfer in learning how to follow navigation instructions. In J. G. W. Raaijmakers, A. H. Criss, R. L. Goldstone, R. M. Nosofsky, & M. Steyvers (Eds.), *Cognitive modeling in perception and memory: A Festschrift for Richard M. Shiffrin* (pp. 259-273). New York: Psychology Press.

Healy, A. F., Tack, L. A., Schneider, V. I., & Barshi, I. (2015). Training specificity and transfer in time and distance estimation. *Memory & Cognition*, 43, 736-747.

Schneider, V. I., Healy, A. F., Barshi, I., & Bourne, L. E., Jr. (2015). Effects of difficulty, specificity, and variability on training to follow navigation instructions. *Psychonomic Bulletin & Review*, 22, 856-862.

Chapman, M. J., Healy, A. F., & Kole, J. A. (2016). Memory load as a cognitive antidote to performance decrements in data entry. *Memory*, 24, 1182-1196.

Bowles, A. R., & Healy, A. F. (2017). Training and transfer of word identification: Foreign language speech rate. *Journal of Applied Research in Memory and Cognition*, 6, 253-259.

Healy, A. F., Jones, M., Lalchandani, L., & Tack, L. A. (2017). Timing of quizzes during learning: Effects on motivation and retention. *Journal of Experimental Psychology: Applied*, 23, 128-137.

Healy, A. F., & Zangara, T. K. (2017). Examining misses in reading aloud repeated words. *Quarterly Journal of Experimental Psychology*, 70, 373-377.

- Hoover, J. D., & Healy, A. F. (2017). Algebraic reasoning and bat-and-ball problem variants: Solving isomorphic algebra first facilitates problem solving later. *Psychonomic Bulletin & Review*, 24, 1922-1928.
- Schneider, V. I., Healy, A. F., Kole, J. A., & Barshi, I. (2018). Does spatial information impact immediate verbatim recall of verbal navigation instructions? *Psychonomic Bulletin & Review*, 25, 681-687.
- Schneider, V. I., Healy, A. F., Carlson, K. W., Buck-Gengler, C. J., & Barshi, I. (2019). How much is remembered as a function of presentation modality? *Memory*, 27, 261-267.
- Buck-Gengler, C. J., & Healy, A. F. (2019). A viable option for dictionary pronunciation guides. *American Journal of Psychology*, 132, 205-226.
- Corral, D., Healy, A. F., Rozbruch, E. V., & Jones, M. (2019). Building a testing-based training paradigm from cognitive psychology principles. *Scholarship of Teaching and Learning in Psychology*, 5, 189-208.
- Healy, A. F., Kole, J. A., Schneider, V. I., & Barshi, I. (2019). Training, retention, and transfer of data entry perceptual and motor processes over short and long retention intervals. *Memory & Cognition*, 47, 1606-1618.
- Hoover, J. D., & Healy, A. F. (2019). The bat-and-ball problem: Stronger evidence in support of a conscious error process. *Decision*, 6, 369-380
- Schneider, V. I., Healy, A. F., Carlson, K. W., Buck-Gengler, C. J., & Barshi, I. (2019). How much is remembered as a function of presentation modality? *Memory*, 27, 261-267.
- Young, A. P., Healy, A. F., Jones, M., & Bourne, L. E., Jr. (2019). Verbal and spatial acquisition as a function of distributed practice and code-specific interference. *Memory & Cognition*, 47, 779-791.
- Healy, A. F., Schneider, V. I., Buck-Gengler, C. J., Kole, J. A., & Barshi, I. (2020). Intention to respond in a special way protects against forgetting associations even when working memory is occupied. *American Journal of Psychology*, 133, 415-426.
- Sherwood, D. E., Lohse, K. R., & Healy, A. F. (2020). The effect of an external and internal focus of attention on dual-task performance. *Journal of Experimental Psychology: Human Perception and Performance*, 46, 91-104.
- Wohldmann, E. L., & Healy, A. F. (2020). Learning and transfer of calorie information. *Applied Cognitive Psychology*, 34, 1485-1494.

- Hoover, J. D., & Healy, A. F. (2021). The bat-and-ball problem: A word-problem debiasing approach. *Thinking & Reasoning*, 27, 567-598.
- Proctor, R. W., & Healy, A. F. (2021). Visual selection and response selection without effector selection in tasks with circular arrays. *Attention, Perception, & Psychophysics*, 83, 637-657.
- Corral, D., Healy, A. F., Jones, M. (2022). The effects of testing the relationships among relational concepts. *Cognitive Research: Principles and Implications*, 7, 47.
- Lalchandani, L. A., & Healy, A. F. (2022). Elucidating the cognitive processes involved in the note-taking effect. *Applied Cognitive Psychology*, 36, 1009-1021.
- Healy, A. F., Schneider, V. I., Kole, J. A., & Barshi, I. (2023). Following navigation instructions: Interdependent spatial and verbal working memory processes. *American Journal of Psychology*, 136, 129-141.
- Healy, A. F., Kole, J. A., & Schneider, V. I. (in press). Is the missing letter effect due primarily to the test word containing the target letter or to the surrounding words? *American Journal of Psychology*.