



Name, Position, and Personal Information

**Lisa Kim Son**

Cell Phone (Current Korea) 010-8516-1738

Place of Birth: Los Angeles, CA, USA

Date of Birth: May 3, 1973

Associate Professor of Psychology  
Barnard College, New York, NY 10027

US Office Phone: (212) 854-0114

US Fax: (212) 854-3601

Email: lson@barnard.edu

Degrees in Higher Education

Columbia University	Psychology	Ph.D. 2001
University of Pennsylvania	Psychology	B.A. 1995

Additional Professional Training

Affiliated Professor, Human Development, Teachers College	September 2009 - current
Adjunct Professor, International Summer Program, Korea University	2014 – present (summers)
Visiting Member, School of Social Sciences Princeton Institute for Advanced Study	2005-2006
Visiting Instructor, International Summer Program, Yonsei University	2004
Post-Doctoral Fellow, Psychology, Columbia University	2001-2002

Professional Experience in Higher Education

Chair, Psychology, Barnard College, Columbia University	July 1, 2015 - 2018
Associate Professor with Tenure, Psychology, Barnard College, Columbia University	July 1, 2011 - present
Assistant Professor, Psychology, Barnard College, Columbia University	August 2002 – June 2011
Lecturer, Psychology, Barnard College	1999 –2002 (part-time)
Lecturer, H.S. Science Honors Program, Columbia University	1999 –2002 (part-time)

Professional Experience Outside Higher Education

Teacher, Writing Workshop, Fulbright, <i>Seoul</i>	2014
Interviewer, Fulbright Scholarships, <i>Seoul</i>	2013-2017 (summers)
Alumni Interviewer, Admissions, <i>University of Pennsylvania</i>	2013-2014
Director, After-school learning program, <i>PS75, Barnard College</i>	2002-2011

Academic and Professional Honors

<i>Fulbright Research Scholarship, “The Metacognitive Learner”, Korea University</i>	2018-2019
<i>Emily Gregory Award Nomination</i>	2018
<i>Fulbright Research Scholarship, “Metacognitive Misconceptions”, Yonsei University</i>	2013-2014
<i>Strategic Investments in Research and Teaching Grants, Mellon Foundation</i>	2011-2013
<i>Mary C. Potter Award, Nomination, Women in Cognitive Science</i>	2009
<i>Edward J. King Memorial Fund Recipient, Barnard College</i>	2005
<i>Special Assistant Professor Leave, Barnard College</i>	2005-2006
<i>Post-Doctoral Fellowship, Columbia University, Department of Psychology</i>	2001-2002
<i>Faculty Fellowship, Columbia University, Department of Psychology</i>	1995-2000

Current Membership in Professional Societies

American Psychological Association	2004 - present
Psychonomic Society, Associate Member	2001-present

Teaching Experience

## COURSES DESIGNED AND TAUGHT

**Lectures:** Introductory Psychology, Cognitive Psychology, Human Learning and Memory, User Experience in Psychology; **Labs:** Human Learning and Memory, Cognitive Psychology; **Undergraduate Seminars:** Science and Scientists, Metacognition, Comparative Cognition; **First-Year Seminar:** Memory; **Pre-College Course:** Comprehending Individuals, Groups, and Cultures, Introduction to Psychology and Human Behavior; **Graduate Seminar:** Cognitive Processes, Metacognition; **Interdisciplinary Seminar:** Computer Programming for the Behavioral Sciences.

## INDIVIDUAL RESEARCH SUPERVISING

**High School Students** (Willa Gutfreund – *1<sup>st</sup> Place in regional Junior Science & Humanities Symposium 2012, Halle Young*), **Research Assistants** (Sami Klebanoff, Talya Shomron, Natalia Chan, Erica Zucker, Maria Stiller, Kimberly Corliss, Diane de Lima Mayer, Nina Plotnikov, Luigia Goodman), **Independent Study** students (Elana Gordon, Stephanie Tsai, Jacqueline Yunits, Diana Lee, Dana Bienenfeld, Noa Besner, Tashina Graves, Adrienne Hezghia, Mashkura Chowdury, Sruthi Swami, Haruna Otsuka; Hijo Byeon; Sarah Immerman); **Senior Thesis** projects (Molly Flaherty, Cindy Cho, Hadar Schwartz, Tina Mathew, Danielle Sussan); **Hughes Scholars** (Sarah Zwany, Shoshana Osofsky, Danielle Sussan, Joan Rho, Lu Han, Maria Evans, Melissa Rodriguez, Lacey Tompkins); **Visiting Research Scholar** (Pantelis Analytis, Karim Hamriche); **Volunteer** students (Brandon Barnett, Dimitry Cohen); **Graduate Students** (Danielle Sussan, Suhyoun Park, Eunhee Ji, Jinhee Bae; Sangwoo Choi, Seulgi Son, Suk Song Hong); **Post-doctoral Student** (Junsu Park)

## GRADUATE DISSERTATION COMMITTEES

- (1) Columbia Anthropology, Advisor: Ralph Halloway, Spring 04  
*Title: Cognitive imitation in monkeys and children*, by Francys Subiaul
- (2) Teachers College Human Development, Advisor: Steven Peverly, Fall 04  
*Title: Note-taking strategies*, by Cindy Brown
- (3) Columbia Psychology, Advisor: Janet Metcalfe, Spring 05  
*Title: The effectiveness of study and the region of proximal learning*, by Nate Kornell
- (4) Columbia Psychology, Advisor: Herb Terrace, Spring 06  
*Title: Mechanisms of inferential order judgments in rhesus monkeys and humans*, by Dustin Merritt
- (5) Columbia Psychology, Advisor: Tory Higgins, Spring 07  
*Title: The Role of Memory for Past Test in Making Multi-Trial Judgments of Learning*, by Bridgid Finn
- (6) Teachers College Human Development, Advisor: Stephen Peverly, Spring 07  
*Title: Expertise in Lecture Note-taking*, by James Sumowski
- (7) Teachers College Psychology and Education, Advisor: Lisa Miller, Spring 08  
*Title: Assessing the Effects of Mindfulness Workbook in the Young Child's Classroom: An Open Trial*, by Elizabeth Reid
- (8) Teachers College Human Development, Advisor: Deanna Kuhn, Spring 09  
*Title: The Role of Meta-Level Regulation in Developing Argument Discourse Skills*, by David Shaenfield
- (9) Teachers College Human Development, Advisor: Herbert Ginsberg, Spring 10  
*Title: An Enlightened Eye and an Inquiring Mind: Guided Video Interactions to Develop Skills of Observation, Interpretation, and Intellectual Modesty*, by Michael Preston
- (10) Teachers College Human Development, Advisor: Herbert Ginsberg, Spring 10  
*Title: Adult-Child Co-Viewing of Educational Television: Enhancing Preschooler's Understanding of Mathematics Shown on Sesame Street*, by Melissa Morgenlander
- (11) Teachers College Neuroscience and Education, Advisor: Peter Gordon, Spring 10  
*Title: The Effects of Topic Interest on Vocabulary Retention in Third Grade Students With and Without Learning Disabilities*, by Yasuko Amy Endo
- (12) Teachers College Human Development, Advisor: John Black, Spring 10  
*Title: The Effect of Relationship Type on Reasoning Strategies For Systems Understanding*, by Julie Youm
- (13) Columbia Psychology, Supervision of Graduate Comprehensive Paper, Advisor Tory Higgins, Fall, 10  
*Topic: Procedural Metacognition*, by Patrick Kennedy

- (14) Teachers College Human Development, Advisor: Herbert Ginsberg, Fall 10  
*Title: Young Children's Abilities to Make Generalizations About Functional Relationships Using Cube Towers*, by Janet Eisenband Sorkin
- (15) Teachers College Human Development, Advisor: John Black, Spring 11  
*Title: The Effect of Instructional Embodiment Designs on Chinese Language Learning: The Use of Embodied Animation for Beginning Learners of Chinese Characters*, by Ming-Tsan Pierre Lu
- (16) Teachers College, Psychology and Education, Advisor: Stephen Peverly, Spring 11  
*Title: Gender Differences Variables Predicting Expertise in Lecture Note-Taking*, by Lindsay Reddington
- (17) Columbia Psychology, Advisor: Tory Higgins, Fall 11  
*Title: The role challenges play in good welfare: engaging with effectiveness*, by Becca Franks
- (18) Teachers College Human Development, Advisor: Herb Ginsberg, Fall 11  
*Title: Fostering Confidence and Competence in Early Childhood Mathematics Teachers*, by Deborah Rosenfeld
- (19) Teachers College Human Development, Advisor: Herb Ginsberg, Fall 11  
*Title: Helping Prospective Teachers to Understand Children's Mathematical Thinking*, by Genevieve Hartman
- (20) Teachers College, Psychology and Education, Advisor: Joanna Williams, Fall 11  
*Title: The Effects of Graphic Organizers and Content Familiarity on Second Graders' Comprehension of Cause/Effect Text*, by Anne Snyder
- (21) Teachers College Human Development, Advisor: Stephen Peverly, Fall 11  
*Title: An Investigation of a lecture Note-Taking Intervention in Adolescents with and without Attention Deficit-Hyperactivity Disorder*, by Jessica Gleason
- (22) Teachers College Human Development, Advisor: Stephen Peverly, Fall 11  
*Title: Associations between Primetime Television Shows and Viewers' Mathematics Knowledge, Science Knowledge, and Confidence*, by Jamie Krenn
- (23) Teachers College, Psychology and Education, Advisor: Joanna Williams, Spring 12  
*Title: The Effectiveness of Inserted Strategy Questions on Elementary Students' Comprehension of Well-Structured and Less-Structured Expository Text*, by Jill Ordynans
- (24) Teachers College Human Development, Advisor: Stephen Peverly, Spring 12  
*Title: The Effects of Goal Orientation and Feedback on the Note-Taking Habits of College Students*, by Kamauru Johnson
- (25) Teachers College Human Development, Advisor: Jim Courter, Spring 12  
*Title: Schematic Effects on Probability Problem Solving*, by Saranda Sonia Gugga
- (26) Teachers College Human Development, Advisor: John Black, Spring 12  
*Title: As I Sow, So Shall You Reap: The Effect of Different Types of Gestures on Knowledge Construction*, by Seokmin Kang
- (27) Teachers College Human Development, Advisor: Jim Courter, Spring 12  
*Title: Developing Computational Thinking Through Grounded Embodied Cognition*, by Cameron Fadjo
- (28) Teachers College Human Development, Advisor: Lisa Son, Spring 12  
*Title: The Effects of a Non-Verbal Metacognition Task in High School Biology Students*, by Danielle Sussan
- (29) Teachers College Human Development, Advisor: Jim Courter, Summer 12  
*Title: Visualizing the invisible: Generating explanations of scientific phenomena*, by Eliza Bobek
- (30) Columbia Psychology, Advisor: Hakwan Lau, Summer 12  
*Title: On the conservative influence of attention on subjective perceptual decision making*, by Dobromir Rahnev
- (31) Teachers College Human Development, Advisor: John Black, Spring 13  
*Title: Designing Better Scaffolding in Teaching Complex Systems with Graphical Simulations*, by Li Na
- (32) Columbia Psychology, Advisor: Janet Metcalfe, Spring 13  
*Title: Metacognition of Emotion Recognition*, by Karen Kelly
- (33) Teachers College Human Development, Advisor: Herb Ginsberg, Spring 13  
*Title: The Effects of a Grouping by Tens Manipulative on Children's Strategy Use, Base Ten Understanding and Mathematical Knowledge*, by Dana Pagar
- (34) Teachers College Human Development, Advisor: John Black, Spring 13  
*Title: Grounded Learning Experience: Helping Students Learn Physics Through Visuo-Haptic Priming and Instruction*, by Douglas Huang
- (35) Teachers College Human Development, Advisor: John Black, Spring 13  
*Title: Exposing Gaps in Students' Mental Model of the Neural Signal Transmission*, by Satyugjit Virk

- (36) Teachers College Human Development, Advisor: Stephen Peverly, Spring 13  
 Title: *The Cognitive Processes that Underlie Note-taking and Review in Mathematics: Does Quality of Notes Predict Test Performance in Mathematics*, by Elizabeth Belanfante
- (37) Teachers College Human Development, Advisor: Herb Ginsberg, Spring 15.  
 Title: *The Effects of Digital Tools on Third Grader's Understanding of Concepts and Development of Skills in Multiplication*, by Esther Yoon.
- (38) Teachers College Human Development, Advisor: Joanna Williams, Spring 15  
 Title: *Examining a Year-long Intervention Program to Teach Expository Text Structure Within Social Studies Content to Second-Grade Students*, by Jenny Kao.
- (39) Teachers College Human Development, Advisor: Stephen Peverly. Spring, 16  
 Title: *An Investigation of Note-Taking and Review on Test Performance*, by Karlian Zuckerman.
- (40) Teachers College Human Development, Advisor: Lisa Mille. Spring, 16  
 Title: *Yoga and Anxiety: A Meta-Analysis of Randomized Controlled Trials*, by Sarah Zoogman.
- (39) Teachers College Human Development, Advisor: Stephen Peverly. Spring, 17  
 Title: *An Examination of How Personality Traits and Implicit Theories of Intelligence Affect Metacognitive Control Over Study-Time Allocation*, by Amie Wolf.
- (40) Teachers College Human Development, Advisor: Stephen Peverly. Spring, 17  
 Title: *An investigation of Cognitive Processes Associated with Notetaking and Notes-Review*, by Yoko Kodaira.
- (41) Teachers College Human Development, Advisor: Barbara Tversky. Spring, 18  
 Title: *When Do Spontaneous Gestures Emerge and Improve Thought?*, by Melissa Bradley Zrada.
- (42) Teachers College Human Development, Advisor: Ye Wang. Spring, 18  
 Title: *Quality and Quantity of Language Input and its Relation to the Language Outcomes of Preschool Children with Hearing Loss Who Use Listening and Spoken Language*, by Sonia Bala Arora.
- (43) Teachers College Human Development, Advisor: Deanna Kuhn, Spring 18  
 Title: *The Effects of Collaboration on Student Writing Development*, by N. Leigh Boyd

### Publications

- Son, L. K.** (in preparation). Judgments of not knowing.
- New, J. J., LoSchiavo, R., & **Son, L. K.** (under review). Putting your money where your memory is: Metacognitive control and monitoring of visual long-term memory.
- Bae, J., **Son, L. K.**, & Kim, K. I. (under review). Effect of prior task difficulty on confidence and resolve.
- Ji, E., **Son, L. K.**, & Kim, M. S. (under review). The (un)importance of facial expression across independent and interdependent cultures.
- Park, S. H., **Son, L. K.**, & Kim, M. S. (2016). Social contagion in competitors versus cooperators. *Applied Cognitive Psychology*, 30, 305-313.
- Sussan, D., & **Son, L. K.** (2014). Breakdown in the metacognitive chain: Good intentions aren't enough in high school. *Journal of Applied Memory and Cognition*, 3, 230-238.
- Son, L. K.** (2013). Metacognition. In *Oxford Bibliographies in Psychology*.
- Miele, D. B., **Son, L. K.**, & Metcalfe, J. (2013). Children's naïve theories of intelligence influence their metacognitive judgments. *Child Development*, 84, 1879-1886.
- Kang, S., Hallman, G. L., **Son, L. K.**, & Black, J. (2013). The different benefits from different gestures in understanding a concept. *Journal of Science Educational Technology*, 22, 825-837.
- Son, L. K.**, & Simon, D. (2012). Distributed learning: Data, metacognition, and educational implications. *Educational Psychology Review*, 24, 379-399.
- Metcalfe, J., & **Son, L. K.** (2012). Anoetic, noetic, and auto-noetic metacognition. In M. Beran, J. L. Brandl, J. Perner, and J. Proust (Eds.), *Foundations of Metacognition* (pp. 289-301). Oxford University Press.
- Son, L. K.**, Kornell, N., Finn, B., & Cantlon, J. (2012). Metacognition and the social animal. In P. Briñol & K. DeMarree (Eds.), *Social Metacognition*. Series entitled: Frontiers of Social Psychology (Series Editors: A. Kruglanski & J. Forgas).
- Schwartz, B., **Son, L. K.**, Kornell, N., & Finn, B. (2011). Four principles of memory: A guide to improving learning efficiency. *International Journal of Creativity and Problem Solving*, 21, 7-15.
- Son, L. K.** & Kornell, N. (2010). The virtues of ignorance. *Behavioral Processes*, 83, 207-212.
- Son, L. K.**, & Sethi, R. (2010). Adaptive learning and the allocation of time. *Adaptive Behavior*, 18, 132-140.
- Son, L. K.** (2010). Metacognitive control and the spacing effect. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 36, 255-262.
- Son, L. K.**, & Kornell, N. (2009). Simultaneous decisions at study: Time allocation, ordering, and spacing. *Metacognition and Learning*, 4, 237-248.
- Terrace, H. S., & **Son, L. K.** (2009). Comparative metacognition. *Current Opinion in Neurobiology*, 19, 67-74.

- Kornell, N., & **Son, L. K.** (2009). Learners' choices and beliefs about self-testing. *Memory, 17*, 493-501.
- Kornell, N., Schwartz, B. L., & **Son, L. K.** (2009). What monkeys can tell us about metacognition and mindreading. *Behavioral and Brain Sciences, 32*, 150-151.
- Son, L. K.** & Kornell, N. (2008). Research on the allocation of study time: Key studies from 1890 to the present (and beyond). In J. Dunlosky & R. A. Bjork (Eds.), *A handbook of memory and metamemory* (pp. 333-351). Hillsdale, NJ: Psychology Press.
- Besner, N. R., & **Son, L. K.** (2007). Underlying mechanisms of initial feelings of knowing in children. *Scandinavian Journal of Psychology, 48*, 449-457.
- Kornell, N., **Son, L. K.**, & Terrace, H. (2007). Transfer of Metacognitive Skills and Hint Seeking in Monkeys. *Psychological Science, 18*, 64-71.
- Son, L. K.** (2007). Introduction: A metacognition bridge. *European Journal of Cognitive Psychology, 19*, 481-493.
- Metcalfe, J., Kornell, N., & **Son, L. K.** (2007). A cognitive-science based program to enhance study efficacy in a high and low-risk setting. *European Journal of Cognitive Psychology, 19*, 743-768.
- Sussan, D., & **Son, L. K.** (2007). The training of metacognitive monitoring in children. *Columbia Undergraduate Science Journal, 2*, 98-112.
- Son, L. K.**, Kenna, T., & Pfirman, S. (2007). A metacognitive pedagogy: The River Summer Project. *College Quarterly, 10*, Number 2.
- Son, L. K.**, & Sethi, R. (2006). Metacognitive control and optimal learning. *Cognitive Science, 30*, 759-774.
- Son, L. K.** (2006). Review of Cognitive Developmental Change: Theories, Models, and Measurement. *Applied Cognitive Psychology, 20*, 987-988. *John Wiley & Sons.*
- Son, L. K.**, & Metcalfe, J. (2005). Judgments of Learning: Evidence for a Two-Stage Model. *Memory & Cognition, 33*, 1116-1129.
- Son, L. K.** (2005). Metacognitive control: Children's short-term versus long-term study strategies. *Journal of General Psychology, 132*, 347-363.
- Son, L. K.**, & Kornell, N. (2005). Meta-confidence judgments in rhesus macaques: Explicit versus implicit mechanisms. In Terrace, H.S. & Metcalfe, J. (Eds.), *The Missing Link in Cognition: Origins of Self-Knowing Consciousness*. Oxford University Press.
- Son, L. K.** (2004). Spacing one's study: Evidence for a metacognitive control strategy. *Journal of Experimental Psychology: Learning, Memory, and Cognition, 30*, 601-604.
- Son, L. K.**, Schwartz, B. L., & Kornell, N. (2004). Implicit metacognition, explicit uncertainty, and the monitoring/control distinction in animal metacognition. *Behavioral and Brain Sciences, 26*, 355-356.
- Terrace, H. S., **Son, L. K.**, & Brannon, E. M. (2003). Serial expertise of rhesus macaques. *Psychological Science, 14*, 66-73.
- Son, L. K.**, & Schwartz, B. L. (2002). The adaptive control of encoding and retrieval. In B. L. Schwartz & T. Perfect (Eds.), *Applied Metacognition*, Cambridge University Press: Cambridge, UK.
- Son, L. K.**, & Metcalfe, J. (2000). Metacognitive and control strategies in study-time allocation. *Journal of Experimental Psychology: Learning, Memory, and Cognition, 26*, 204-221.
- Son, L. K.** (2001). Are judgments of learning retrieval based? *Doctoral Dissertation* at Columbia University, Department of Psychology, New York, NY.

#### GUEST EDITING

Special Edited Issue: *Bridging Cognitive Science and Education: Learning, Memory, and Metacognition*. (August, 2007) Guest Editors: **Lisa K. Son** and Andre Vandierendonck. Special Issue in the *European Journal of Cognitive Psychology*.

#### CHAired/ORGANIZED SESSIONS AND CONFERENCES

- Organizer, Proposer, Co-chair (with Xiaodong Lin), *Interventions that Improve Metacognition and Learning*, Special Symposium, Proposal Submitted for *American Educational Research Association*, 2018.
- Organizer, Proposer, Chair, *Faces of Familiarity*, Special Session, *Annual meeting of the Psychonomic Society*, November, 2009.
- Organizer, Proposer, Chair, *Metacognition: Theory and Application*, Conference held at Barnard College, May 31-June 1, 2004.

## RECENT CONFERENCE PAPER AND POSTER PRESENTATIONS

- Son, L. K. (2018). Flexing the Cognitive Muscle. Presented at *Asian Development Bank*. Manila, Philippines.
- Son, L. K. (2018). The metacognitive tragedy of fights and failures. Presented at the *Annual Korean Psychological Conference: International Symposium*. Sejong University, Seoul, Korea.
- Son, L. K. (2018). *The risk in effort*. Paper presented at the symposium for *National Global Network*. Kyungnam University, Masan, Korea.
- Park, J., Kim, D. Y., Son, L. K., & Son, S. (2018). A cross-national comparison of debt management competency: South Korea and the United States. Paper presented at the *Society for the Advancement of Behavioral Economics (SABE)* and the *International Association for Research in Economic Psychology (IAREP)*, Middlesex University, London, UK. July 19-22.
- Park, J., Kim, D. Y., & Son, L. K. (2018). Debt management strategy among US college students. Poster presented at the *International Meeting of the Psychonomic Society*, Amsterdam, Netherlands.
- Jang, Y., Lee H., Feinberg, A. Son, S., Choi, S., & Son, L. K. (2018). Social desirability: When others have confidence in me. Poster presented at the *International Meeting of the Psychonomic Society*, Amsterdam, Netherlands.
- Son, L. K. (2017). Illusory Failing. Paper Presented at *The Success of Failure: Perspectives from the Arts, Sciences, Humanities, Education, and Law Meeting*, New York, NY, Teachers College, December 7-8.
- Son, L. K. (2017) Man versus Machine. Panel discussant at the *Annual Neuroleadership Summit: Thrive Through Disruption*, October 11-12.
- Bae, J., Son, L. K., Choi, S., Kim, J., & Cho, S. (2017). Incremental theorists invest in effort, but only when sensible. Poster presented at the *Annual Meeting of the Psychonomic Society*, Vancouver, British Columbia., November 9-12.
- Jang, Y., Byeun, H., Cao, O., Feinberg, A., Fruchter, S., Plotnikov, N., Wang, L., & Son, L. K. (2017). Speaking to a White or Asian group: Influences on memory and metacognition. Poster presented at the *Annual Meeting of the Psychonomic Society*, Vancouver, British Columbia., November 9-12.
- Bae, J., Son, L. K., Byeun, H., & Kim, K. I. (2017). Prior task difficulty level effects resolve, confidence, and difficulty choice of current task. Paper presented at the *Annual Meeting of the American Psychological Society*. Boston.
- Ji, E., Son, L. K., & Kim, M.S. (2016). Emotion reading through outward emotional expression across independent and interdependent cultures. Poster presented at the *Annual Meeting of the Psychonomic Society*, Boston, MA., November 17-20.
- Son, L. K. (2016). Discussant. Symposium: *Metacognitive Neuroscience: How the Human Brain Reflects on Cognition, Perception, and Action*. Talk presented at the annual meeting of the *Cognitive Neuroscience Society*. New York, NY.
- Son, L. K., Plotnikov, N., Fruchter, S., & Young, H. (2016). Thinking about not thinking: When does effort training help? Paper presented at the *Annual Meeting of the American Psychological Society*. Chicago.
- Son, L. K., Fruchter, S., & Plotnikov, N (May, 2016). Taking comfort in not knowing. Paper presented at the *International Meeting of the Psychonomic Society*, Granada, Spain.
- New, J., LoSchiavo, C., & Son, L. (May, 2015). Visual metamemory: Metacognitive control and monitoring of long-term visual memory for objects and people. Poster presentation at the annual meeting of the Vision Sciences Society, St. Pete Beach, FL.
- Son, L. K. (2014). The Don't Know Judgment: Familiarity triggers and early deadline. Presented at the *International Association of Metacognition*. Long Beach, November 19.
- Son, L. K. (2013). Judgment of not knowing: Forgetting overwhelms learning. Poster presented at the *Annual Meeting of the American Psychological Society*. Washington, D.C., May 25-27.
- Son, L. K. (May 2012). The evolution of metacognition. Paper presented at the Conference on *Understanding Human Cognitive Uniqueness*, Brooklyn College of CUNY.
- Miele, D. B., & Son, L. K. (November, 2011). The metacognitive salience of fluency cues depends on their serial position within a text. Poster presented at the *51st annual meeting of the Psychonomic Society*, Seattle, WA.
- Analytis, P. P., Son, L. K., & Sethi, R. (2011). Metacognitive uncertainty and learning decisions. Poster presented at the *Subjective Probability, Utility, and Decision Making Conference*, Kingston upon Thames, UK.
- Morgan, G., & Son, L. K. (March, 2011). Metacognitive monitoring skills in children and adults. Poster presented at the Biennial Meeting of the *Society for Research in Child Development*, Montreal, Canada.
- Lee, L., & Son, L. K. (November, 2010). Holistic and analytical processing in preference transitivity. Poster presented at the *51st annual meeting of the Psychonomic Society*, St. Louis, MO.
- Sussan, D., Son, L. K., & Metcalfe, J. (2010). The importance of explicitly contemplating what we know and don't know. Poster presented at the annual *Institute for Education Sciences* meeting. Washington, DC.

- Rodriguez, M., & Son, L. K. (2010). Why is it so difficult to diet? Paper presented at the *3rd Annual Meeting of the Subway Summit*, Fordham University, New York, NY.
- Analytis, P. P., & Son, L. K. (2010). Metacognitive uncertainty and goal attainment. Paper presented at the *3rd Annual Meeting of the Subway Summit*, Fordham University, New York, NY.
- Son, L. K., & Evans, M. (2009). Knowledge of one's lack of knowledge. Paper presented at the *50th annual meeting of the Psychonomic Society*, Boston, MA.
- Metcalf, J. & Son, L. K. (2009). Children make accurate judgments of learning but show an implementation deficit on study choice. Poster presented at the annual *Institute for Education Sciences* meeting, Washington, DC.
- Son, L. K., & Metcalf, J. (2009). Metacognitively-based choices to mass or space in adults and children. Paper presented at the *Annual Meeting of the American Psychological Society*, Special Symposium on *Test-enhanced learning, spacing, mixing, and retrieval-feedback-monitoring method: What learning procedures are optimal?* San Francisco, CA, May 23.
- Son, L. K., & Kornell, N. (2009). The virtue of ignorance. Paper presented at the *16th International Conference on Comparative Cognition*. Melbourne, FL.
- Son, L. K., Morgan, G., Kornblum, T., Scarf, D. K., & Terrace, H. (2009). Metacognitive assessments of implicit memories. Poster presented at the *16th International Conference on Comparative Cognition*. Melbourne, FL.
- Son, L. K. (2008). The spacing effect, metacognitively speaking. Paper presented at the *1st Annual Meeting of the Subway Summit*, Fordham University, New York, NY.
- Finn, B., & Son, L. K. (2007). The influence of framing on children's metacognitive judgments. Poster presented at the *48th annual meeting of the Psychonomic Society*, Long Beach, CA.
- Son, L. K. (2007). Foundations of memory: Bridging cognitive science to education. Paper presented at the 34<sup>th</sup> Annual Conference on *Dyslexia and Related Learning Disabilities*. New York, NY, March 12-13.
- Sussan, D., & Son, L. K. (2007). The training of metacognitive monitoring in children. Poster presented at the annual meeting of the *Columbia University Spring Undergraduate Research Symposium*.
- Son, L. K. (2006). When metacognition defies cognition: The case of the spacing effect. Paper presented at the Annual Meeting of the *Experimental Psychological Society*, Plymouth, UK, July 10-12.
- Kornell, N., & Son, L. K. (2006). Self-testing: A metacognitive disconnect between memory monitoring and study choice. Poster presented at the 47th annual meeting of the *Psychonomic Society*, Houston, TX.
- Son, L. K., & Metcalf, J. (2006). Honoring metacognitive control: The spacing of study. Poster presented at the *Annual Meeting of the American Psychological Society*. New York, NY, May 25-27.
- Son, L. K. (2005). Monitoring, control, heightened performance: A metacognitive progression. Presented at A *Symposium to honor Tom Nelson, International Association of Metacognition*. Toronto, November 9.
- Son, L. K. (2005). Learning on the River Hudson. Paper presented at the *Civic Engagement and Service Learning for the Environment Conference: The Challenge for Higher Education meeting of the Environmental Consortium of Hudson Valley Colleges and Universities*. Rensselaer Polytechnic Institute, Troy, NY, November 4-5.
- Metcalf, J., & Son, L. K. (2005). Study enhancement principles based on cognitive science. Invited paper presented at the *Annual Meeting of the American Psychological Society*. Los Angeles, CA.
- Son, L. K. (2004) Metacognitive control: Short-term versus long-term retrieval strategies in children. Poster presented at the *Annual Meeting of the Psychonomic Society*, Nov. 18-21, Minneapolis, Minnesota.
- Son, L. K. (2004). Faces of Metacognition: A Brief Introduction. Presented at the *Metacognition: Theory and Application* meeting. New York, NY, May 31 – June 1.
- Son, L. K., Kornell, N., Terrace, H. S., Sussan, D., & Flaherty, M. (2004). Measuring confidence judgments non-verbally by using a betting paradigm. Paper presented at the *Annual Meeting of Comparative Cognition*. Melbourne Beach, Florida, March 25-27.
- Son, L. K., Kornell, N., & Terrace, H. S. (2003). Confidence judgments by rhesus macaques on a serial memory task. Poster presented at the *Annual Meeting of the Psychonomic Society*, Nov. 6 - 9, Vancouver, Canada.
- Son, L. K. (2002). Metacognitively-controlled spacing of study. Poster presented at the *Annual Meeting of the Psychonomic Society*, Nov, 21 - 24, Kansas City, MO.
- Son, L. K., & Kornell, N. (2002). Confidence judgments in rhesus macaques. Paper presented at the 1<sup>st</sup> annual conference of *The Missing Link in Cognition: Origins of Self-Knowing Consciousness*, April 19-21, New York, NY.
- Son, L. K., & Metcalf, J. (2001). Judgments of Learning are not based on Retrieval: The Fast Don't Know Effect. Poster presented at the *Annual Meeting of the Psychonomic Society*, Nov, 15 – 18, Orlando, FL.
- Son, L. K., & Metcalf, J. (2001). Metacognitive Judgments of Learning: Are they based on attempted retrieval? Poster presented at the *Annual Meeting of the American Psychological Society*, June 14 – 17, Toronto.

External Funding

**Project Title:** *The Metacognitive Learner*  
**Granting Agency:** Fulbright: US - Korea  
 Host Institution: Korea University  
 PI: Lisa Son; Term of Grant: August 2018 – June 2019

**Project Title:** *Cultural differences in metacognition: Along with a self-regulatory focus*  
**Granting Agency:** Global Research Network (South Korea)  
 PIs: Tae Hoon Kim (Kyungnam Psychology), Kyungil Kim (Ajou Psychology), Yoon-Hyong Lee (Yeungnam Psychology), & Lisa Son (Abroad PI); Term of Grant: September 2017 – August 2020

**Project Title:** *Discovering the Importance of Teaching Psychological Science at the High School Level in South Korea*  
**Granting Agency:** American Psychological Society  
 PI: Lisa Son; Term of Grant: December 2015 – August 2016; Amount of Award: \$5,000

**Project Title:** *Metacognitive Misconceptions*  
**Granting Agency:** Fulbright: US - Korea  
 Host Institution: Yonsei University  
 PI: Lisa Son; Term of Grant: August 2013 – June 2014

**Project Title:** *The effect of metacognition on children's control of their study and of their cognitive processes*  
**Granting Agency:** U.S. Department of Education, Cognition and Student Learning; Institute of Education Sciences  
 PIs: Janet Metcalfe (Columbia Psychology) & Lisa Son; Term of Grant: July 2006 - August 2010; Amount of Award: \$835,709

**Project Title:** *Cognition, Spacing Strategy, Educational Policy*  
**Granting Agency:** Spencer Foundation, Small Research Grants  
 PI: Lisa Son; Term of Grant: September 2005 - May 2007; Amount of Award: \$39,650

Internal Funding (Barnard/Columbia)

**Project Title:** *Air Pollution from Gas Flaring, Health, and Cognitive Development*  
**Granting Agency:** Barnard College, Presidential Award  
 PIs: Belinda Archibong (Barnard Economics), Francis Annan, Lisa Son; Term of Grant: September 2018 - May 2020; Amount of Award: \$23,336.05

**Project Title:** *Debt Repayment and Psychological Bias*  
**Granting Agency:** Barnard College, Faculty Small Grant  
 PI: Lisa Son ; Term of Grant: July 2018 – January 2020; Amount of Award: \$2,891.50

**Project Title:** *Thinking Digitally: Coding Cognition, Coding Markets, and Coding Fellows*  
**Granting Agency:** Barnard College, Fund for Innovation in Teaching  
 PIs: Lisa Son & Rajiv Sethi (Barnard Economics); Term of Grant: August 2018 - December 2019; Amount of Award: \$50,000

**Project Title:** *Metacognition and Knowing Not*  
**Granting Agency:** Barnard College, Faculty Committee on Internationalization  
 PI: Lisa Son; Term of Grant: June 2017 - August 2017; Amount of Award: \$4,300

**Project Title:** *Coding Cognition and Coding Markets*  
**Granting Agency:** Barnard College, Committee on Online and On-Campus Learning  
 PIs: Lisa Son, Joshua New (Barnard Psychology), & Rajiv Sethi (Barnard Economics); Term of Grant: September 2015 - May 2016; Amount of Award: \$4,718.99

**Project Title:** *Judging to Forget versus Judging to Remember*  
**Granting Agency:** Barnard College, Faculty Small Grant  
 PI: Lisa Son ; Term of Grant: September 2013 - August 2014; Amount of Award: \$4,000



**Project Title:** *The Value in Knowing Thyself*

**Granting Agency:** Barnard College, Faculty Small Grant

PI: Lisa Son; Term of Grant: September 2009 - December 2010; Amount of Award: \$6,000

Service to the College/University

Department Chair, *Department of Psychology*, Barnard College, 2015-2018  
 Member, *Faculty Working Group, Sciences at Barnard*, Barnard College, 2018  
 Member, *Faculty Working Group, Inclusive Pedagogy*, Barnard College, 2016-2018  
 Member, *Faculty Working Group, Engaged Pedagogy*, Barnard College, 2017-2018  
 Member, *Faculty Committee on Internationalization*, Barnard College, 2016-2018  
 Chair, *Institutional Review Board*, Barnard College, 2012-2013, 2014-2015, 2015-2018  
 Co-Chair, *Institutional Review Board*, Barnard College, 2011-2012  
 Visiting Team Member, AALAC Meeting, 2011  
 Department Representative, *Department of Psychology*, Barnard College, 2008-2011  
 Faculty Supervisor, *The Psych Club*, Barnard College, 2008-2010  
 Faculty Representative, *Board of Trustees*, Barnard College, 2006-2009  
 Member, *Mellon Cluster*, 2004-2005, 2008-2009  
 Organizer, *Fostering Achievement Forum Series*, Barnard College, 2006-2008  
 Member, *Tenure Process and Review Committee*, Barnard College, 2006-2007  
 Member, *Faculty Governance and Procedures Committee*, Barnard College, 2004-2005  
 Member, *Committee on Honors*, Barnard College, 2003-2005

Service to the Profession - INVITED PRESENTATIONS AND COLLOQUIA

*The metacognition dilemma: Effort versus efficiency*, December, 2018  
 Department of Liberal Arts, Colloquium Series  
*Metacognitive methodology for knowing not*, September, 2018  
 Department of Psychology, Language Lab Series  
*The non-mistaken machine*, Hunter College, September, 2017  
 Department of Psychology, Colloquium Series.  
*To the dying metacognizer: Slow down and save yourself*, Boston College, March 27, 2017  
 Department of Applied Development and Educational Psychology, Colloquium Series.  
*Staying metacognitively fit*, Columbia University, September 29, 2016  
 Department of Psychology, Developmental Network Meeting.  
*Metacognition and dehumanization*, Villanova University, October 1, 2015  
 Department of Psychology, Colloquium Series  
*Metacognition: Evolved to save cognition?* Seton Hall University, September 18, 2015  
 Department of Psychology, Colloquium Series  
*The most evolved thought: Knowing that you Don't Know*, Ajou University, July 31, 2015  
 Department of Psychology, Colloquium Series  
*Cognitive principles and metacognitive matters*, Ajou University, July 31, 2015  
 Department of Psychology, Colloquium Series  
*The making of a metacognitive mind*, Ajou University, July 31, 2014  
 Department of Psychology, Colloquium Series  
*The stuff humans are made of*, Korea University, June 13, 2014  
 Department of Neuroscience, Colloquium Series  
*Knowing about not knowing*, Korea University, May 25, 2010  
 Department of Psychology, Colloquium Series  
*Metacognitive holes: What we know about not knowing*, Columbia University, May 3, 2010  
 Department of Psychology, Cognitive Lunch Series  
*Metaphorensic: The search for knowing about knowledge*, Sackler Institute, April 8, 2010  
 Department of Developmental Psychobiology  
*The virtues of ignorance*, Teachers College, Columbia University, September 21, 2009  
 Department of Human Development  
*Monitoring and control*, Sejong University  
 Department of Education Sciences, January 6, 2009  
*Where the memory zipper gets stuck*, San Francisco State University  
 Distinguished Colloquium Series, November 19, 2008

*Taking a gamble and getting the hint*, Yale University  
Institute for Neuroscience Seminar, March 11, 2008  
*Metacognitive monitoring and control in monkeys*, University of Pennsylvania  
Institute for Research in Cognitive Science, September 22, 2006  
*Metacognition in monkeys and children*, Princeton University  
Cognitive Lunch Series, October 12, 2005  
*Taking a gamble: The search for metacognition in monkeys*, University of Pennsylvania  
Animal Learning and Cognition Seminar, April 23, 2004  
*Burgeoning metacognitive ideas in the classroom*, Fordham University  
Department of Educational Psychology, March 11, 2004

#### RECENT INVITED LECTURES AND WORKSHOPS

*Assimilation in an Alien Nation*. Organized and hosted workshop for the Korean Parent Organization of Millburn/Short Hill, January 8, 2018  
*The Happiness of Pursuit*. Organized and hosted lecture for the Korean Parent Organization of Millburn/Short Hill, December 15, 2017  
*Humans vs. Robots: A Metacognitive Gap*. Invited Talk, Hack Seoul, I Bus U Lecture. Seoul, Korea, July 22, 2017.  
*Studying to Fail*. Invited Talk, Barnard College, December 6, 2016.  
*Optimum Learning: The Art of Staying Metacognitively Fit*. Special invited talk, KACL Young Leaders Symposium, Boston, MA, November 5, 2016.  
*Mind in the Mirror*. Special Invited Talk, Oriental Medicine Association, Seoul, Korea, July 24, 2015.  
*Back to Human Learning Basics: Back to the Self*. Korean Parents Association, Tenafly, NJ, February 27, 2015.  
*Metacognition, Mothering, and the Mind*, KBS. Seoul, Korea, August 5, 2014.  
*The Stuff Humans are Made of*, Haneul Academy, High School Boarding School, Incheon, Korea, June 18, 2014  
*Memory, Effort, and Culture*, Ministry of the Reunifications of the Koreas, Korea, March, 2014  
*Learning and Memory in Your Child*, 3-day Visiting Lecturer, Counseling Meeting, Asan, Korea, January, 2014  
*The don't know judgment*, Lab Discussion at Yonsei University, Psychology Department, Fall, 2013  
*How to Study*, Workshop for the HEOP summer program at Barnard College, Summer, 2010  
*Being Okay with Not knowing*, Barnard College, Workshop on "How to Study", October 6, 2009  
*Cognitive Science and Educational Policy*, The Heschel School, August 29, 2006 and October 23, 2006  
*Metacognitive Control and Optimal Learning*, University of Pennsylvania, September 21, 2006  
*Learning, Memory, and Metacognition*, Philosophy Day School, Invited Workshop, New York Association of Independent Schools, November 18, 2005.

#### PROFESSIONAL SERVICE

Editorial Board Member, *International Education Research*, 2014 - present  
Board of Consulting Editors, *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 2007-2010.  
Ad Hoc Reviewing: *Cognitive Science, Memory & Cognition, Journal of Experimental Psychology: Learning, Memory, & Cognition, Behavioral Processes, Metacognition and Learning, Memory, Cognition, Journal of Memory and Language, Behavioral Research Methods*  
Grant Reviewing: *National Science Foundation*, Division of Perception, Action, and Cognition.  
Educational Pedagogy Trainer/Consultant, *Integrative Learning in Liberal Education: A Case Study*, Teagle Foundation Grant, PIs: Stephanie Pfirman (Environmental Science, Barnard College) and John Cronin (Manager of Rivers and Estuaries Center, Pace University), Summer 2005.

#### RESEARCH IN THE MEDIA

1. *KBS: Current Directions*, Documentary on Education in South Korea, featuring Metacognition and the Self-Testing Disconnect - Part 1, 10pm-11pm, July 8, 2014  
[http://news.kbs.co.kr/news/NewsView.do?SEARCH\\_NEWS\\_CODE=2889718&ref=L](http://news.kbs.co.kr/news/NewsView.do?SEARCH_NEWS_CODE=2889718&ref=L)
2. *KBS: Current Directions*, Documentary on Education in South Korea, featuring Metacognition and the Self-Testing Disconnect - Part 2, 10pm-11pm, September 30, 2014  
[http://news.kbs.co.kr/news/NewsView.do?SEARCH\\_PAGE\\_NO=&SEARCH\\_NEWS\\_CODE=2939695](http://news.kbs.co.kr/news/NewsView.do?SEARCH_PAGE_NO=&SEARCH_NEWS_CODE=2939695)
3. *BBC Radio 4: Is Ignorance Bliss?* Radio Documentary in Science and Nature, Wednesday, July 29, 2015, 9pm.  
<http://www.bbc.co.uk/programmes/b0639xsw>