

Summary of Professional Activities

John Schwoebel

Associate Professor of Psychology
Utica University

Office: Science Center 209 Cell: (315) 436-3597 Email: jnschwoe@utica.edu

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 University
- 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 University

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 typically teach one section of this course (with two labs) each Fall semester.

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: The Pursuit of Happiness (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.

2021-2022: 17 advisees

2020-2021: 25 advisees

2019-2020: 21 advisees

2018-2019: 20 advisees

2017-2018: 22 advisees
2016-2017: 19 advisees
2015-2016: 7 advisees

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* (3rd 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 2021	PSY101, PSY101, PSY312, PSY312 Lab 1, PSY312 Lab 2
Fall 2020	PSY101, PSY101, PSY312, PSY312 Lab 1, PSY312 Lab 2
Fall 2019	PSY101, PSY101, PSY312, PSY312 Lab 1, PSY312 Lab 2
Spring 2019	PSY101, PSY101, PSY354, PSY354 Lab, PSY411
Fall 2018	PSY101, PSY101, PSY312, PSY312 Lab 1, PSY312 Lab 2
Spring 2018	PSY101, PSY101, PSY312, PSY312 Lab 1, PSY312 Lab 2
Spring 2017	PSY101, PSY101, PSY312, PSY312 Lab 1, PSY312 Lab 2
Fall 2015	PSY101, PSY101, PSY312, PSY312 Lab 1, PSY312 Lab 2

PROFESSIONAL ACCOMPLISHMENTS

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

Schwoebel, J., **Buko, D.**, & **Caissey, K. L.** (2022). Evidence for reinstating diverse episodic contexts in retrieval-based learning. *Journal of Cognitive Psychology*, *34*, 485-496.
<https://doi.org/10.1080/20445911.2021.2008946>

Schwoebel, J., **Depperman, A. K.**, & **Scott, J. L.** (2018). Distinct episodic contexts enhance retrieval-based learning. *Memory*, *26*, 1291-1296.
<https://doi.org/10.1080/09658211.2018.1464190>

Prior to Employment at Utica University

Coslett, H. B., Buxbaum, L. J., & Schwobel, 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

- Schwoebel, J., **Chalon, C.**, **Marleau, C.**, & **Stevens, E.** (2023, March 2-4). *Back to the future: An episodic specificity induction impacts the impact bias* [Paper presentation]. Eastern Psychological Association 94th Annual Meeting, Boston, MA, United States.
- Schwoebel, J., **Yudchits, J.**, & **DeRocher, G.** (2022, March 3-5). *Retrieval practice enhances memories of the future* [Poster presentation]. Eastern Psychological Association 93rd Annual Meeting, New York City, NY, United States.
- Birnie, M.**, & Schwobel, J. (2022, March 3-5). *A society dressed in sexism: Effects of rape type on blame* [Poster presentation]. Eastern Psychological Association 93rd Annual Meeting, New York City, NY, United States.
- Schwoebel, J., **Caissey, K. L.** (2021, March 5-6). *Smartphone dependence and settings during remote lectures: The sound of silence* [Poster presentation]. Eastern Psychological Association 92nd Annual Meeting, Virtual.
- Schwoebel, J., **Edwards, S.**, **Robinson, K.**, & **Caissey, K. L.** (2020, June 17-18). *Why does retrieval practice improve memory* [Poster presentation]? Eastern Psychological Association 91st Annual Meeting, Virtual.
- Schwoebel, J., Kreiger, T. C., & Specht, S. M. (2020, March 12-14). *Assessing assessments of content knowledge in psychology: A case study in, "we sorta know what we're doin'"* [Paper presentation accepted]. Eastern Psychological Association 91st Annual Meeting, Boston, MA, United States.
- Rohacek, A.** & Schwobel, J. (2019, February 28-March 2). *Your decisions matter! Teaching intervention improves decision making.* [Poster presentation]. Eastern Psychological Association 90th Annual Meeting, New York City, NY, United States.
- Schwoebel, J., **Gawel, B. L.**, & **Buko, D. A.** (2019, February 28-March 2). *Imagination: The role of reinstating episodic contexts in retrieval-based learning* [Poster presentation].

Eastern Psychological Association 90th Annual Meeting, New York City, NY, United States.

Schwoebel, J. & **Regan, K. A.** (2019, February 28-March 2). *Enhancing recall: The role of reinstating episodic contexts in retrieval-based learning* [Paper presentation]. Eastern Psychological Association 90th Annual Meeting, New York City, NY, United States.

Schwoebel, J., **Shove, J. C., Pope, A. S.,** and **Smith, Jr., T. W.** (2018, March 1-3). *Why does retrieval in varied environmental contexts enhance learning* [Poster presentation]? Eastern Psychological Association 89th Annual Meeting, Philadelphia, PA, United States.

Schwoebel, J., **Depperman, A. K., & Scott, J. L.** (2017, May 25-28). *Distinct temporal and environmental contexts enhance retrieval-based learning: How to effectively cram for an exam* [Poster presentation]. Association for Psychological Science 29th Annual Meeting, Boston, MA, United States.

Schwoebel, J. (2017, March 16-18). *Standing on the shoulders of giants...eventually: The rediscoveries and recent flourishing of retrieval-based learning* [Paper presentation]. Eastern Psychological Association 88th Annual Meeting, Boston, MA, United States.

Schwoebel, J. & **Wadas, B.** (2016, March 3-5). *Improving long-term memory: The role of retrieval practice in different contexts* [Paper presentation]. Eastern Psychological Association 87th Annual Meeting, New York City, NY, United States.

Schwoebel, J., **Pallas, B., & Dalton, A.** (2015, March 5-7). *Retrieval-based learning: Distinct retrieval practice contexts enhance long-term retention* [Poster presentation]. Eastern Psychological Association 86th Annual Meeting, Philadelphia, PA, United States.

Prior to Employment at Utica University

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 UNIVERSITY

Utica University – Formal Service

- | | |
|------------------|--|
| 2021-Present | Member, Faculty Affairs Committee |
| 2016-Spring 2020 | 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, <i>The Stanford Prison Experiment</i>), 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-Spring 2020 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 University – other service

- 2016-Present Psychology Program Assessment, I develop and implement pretest-posttest instruments and rubrics for assessing program learning goals for Introduction to Psychology, Research Methods in Psychology, and Cognitive Psychology.
- 2016-2021 Majors, Minors, and Programs Fair. I represented the Psychology Department and collected informative materials to distribute to students interested in psychology.

Intramural Presentations

- Schwoebel, J., Edwards, S., Robinson, K., & Caissey, K. L. (2019). *Why does retrieval practice improve memory* [Paper presentation]? Faculty Research Day, Utica College.
- Schwoebel, J. & Regan, K. (2018). *Retrieving episodic contexts improves long-term memory* [Paper presentation]. Faculty Research Day, Utica College.
- Schwoebel, J., Depperman, A. K., & Scott, J. L. (2017). *Distinct episodic contexts enhance retrieval-based learning* [Paper presentation]. Faculty Research Day, Utica College.
- Schwoebel, J. (2016). *Creating and Maintaining Healthy Habits: Evidence from Cognitive Neuroscience and Psychology or Whatever Happened to Your New Year's Resolutions* [Paper presentation]? Health & Wellness 2-Day Lunch & Learn Meetings, Utica College.

SERVICE TO THE LARGER COMMUNITY

- 2021-Present Member, Eastern Region of Psi Chi Steering Committee for the Eastern Psychological Association meeting
- 2015-Present Chair of the Scientific Review Committee and member of the Utica College Regional Science Fair Planning Committee

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* (3rd 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