

Name, Position, and Personal Information**Lisa Kim Son**

Cell Phone 917-826-1738

Home Address: 15 Great Hills Terrace, Short Hills, NJ 07078

Place of Birth: Los Angeles, CA, USA

Date of Birth: May 3, 1973

Chair, Associate Professor of Psychology  
Barnard College, New York, NY 10027Office Phone: (212) 854-0114  
Fax: (212) 854-3601  
Email: lson@barnard.eduDegrees in Higher EducationColumbia University Psychology  
University of Pennsylvania PsychologyPh.D. 2001  
B.A. 1995Additional Professional TrainingAffiliated Professor, Human Development, Teachers College  
Adjunct Professor, International Summer Program, Korea University  
Visiting Member, School of Social Sciences  
Princeton Institute for Advanced Study  
Visiting Instructor, International Summer Program, Yonsei University  
Post-Doctoral Fellow, Psychology, Columbia UniversitySeptember 2009 - current  
2014 – present (summers)  
2005-2006  
2004  
2001-2002Professional Experience in Higher EducationChair, Psychology, Barnard College, Columbia University  
Associate Professor with Tenure, Psychology, Barnard College, Columbia University  
Assistant Professor, Psychology, Barnard College, Columbia University  
Lecturer, Psychology, Barnard College  
Lecturer, H.S. Science Honors Program, Columbia UniversityJuly 1, 2015 - present  
July 1, 2011 - present  
August 2002 – June 2011  
1999 –2002 (part-time)  
1999 –2002 (part-time)Professional Experience Outside Higher EducationTeacher, Writing Workshop, Fulbright, *Seoul*  
Interviewer, Fulbright Scholarships, *Seoul*  
Alumni Interviewer, Admissions, *University of Pennsylvania*  
Director, After-school learning program, *PS75, Barnard College*2014  
2013-2017 (summers)  
2013-2014  
2002-2011Academic and Professional Honors*Fulbright Research Scholarship*, “Metacognitive Misconceptions”, *Yonsei University*  
*Strategic Investments in Research and Teaching Grants*, Mellon Foundation  
*Mary C. Potter Award, Nomination*, Women in Cognitive Science  
*Edward J. King Memorial Fund Recipient*, Barnard College  
*Special Assistant Professor Leave*, Barnard College  
*Post-Doctoral Fellowship*, Columbia University, Department of Psychology  
*Faculty Fellowship*, Columbia University, Department of Psychology2013-2014  
2011-2013  
2009  
2005  
2005-2006  
2001-2002  
1995-2000Current Membership in Professional SocietiesAmerican Psychological Association  
Psychonomic Society, Associate Member2004 - present  
2001-present

Teaching Experience

## COURSES DESIGNED AND TAUGHT

**Lectures:** Introductory Psychology, Cognitive Psychology, Human Learning and Memory; **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; **Columbia 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); **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.

### Publications

- Son, L. K.** (in preparation). Judgments of not knowing.
- Bae, J., **Son, L. K.**, & Kim, K. I. (under submission). Effect of prior task difficulty on confidence and resolve.
- Ji, E., **Son, L. K.**, & Kim, M. S. (under submission). 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.
- Metcalf, 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.
- Terrence, 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. (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.
- Metcalfe, 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., & Metcalfe, 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., & Metcalfe, 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.
- Metcalfe, 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., & Metcalfe, 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., & Metcalfe, 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.
- Son, L. K., & Kornell, N. (2001). Uncertainty Judgments in Risk Behavior in Rhesus Macaques. Paper presented at the *Annual Meeting of the Southern Society for Philosophy and Psychology*, Apr 12 – 14, New Orleans, LA.
- Terrace, H. S., Son, L. K., & Brannon, E. (2000). Serial expertise of rhesus macaques: Evidence of declarative memory. Paper presented at the *Annual Meeting of the Psychonomic Society*, Nov. 16 – 19, New Orleans, LA.
- Metcalfe, J., & Son, L. K. (1999). Metacognition. Paper presented at the *Annual Meeting of the Psychonomic Society*, Nov.18-21, Los Angeles, CA.
- Metcalfe, J., & Son, L. K. (1999). Metacognitively-controlled study-time allocation. Paper presented at the *Annual Meeting of the Society for Applied Research in Memory and Cognition*. Symposium: Metacognition and Education, University of Colorado at Boulder.
- Son, L. K., Brannon, E., & Terrace, H. S. (1999). The development of serial expertise by rhesus monkeys. Paper presented in the *Proceedings and Abstracts of the Annual Meeting of the Eastern Psychological Association*, Vol. 70, April 16-18, Providence, RI.
- Son, L. K., & Metcalfe, J. (1998). Metacognitive control in a study-time allocation paradigm. Poster presented at the *Tsukuba International Conference on Memory, Consciousness and Memory: Current Progress and Challenges*. March 17-18, Tsukuba University, Japan.
- Son, L. K., & Metcalfe, J. (1996). Metacognition and study time allocation. Poster presented at the *Annual Meeting of the American Psychological Society*. San Francisco, CA.

External Funding

**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

**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:** *Metacognitive Misconceptions*

**Granting Agency:** *Fulbright: US - Korea*

Host Institution: Yonsei University

PI: Lisa Son

Term of Grant: August 2013 – June 2014

**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:** *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

Internal Funding (Barnard/Columbia)

**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

**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:** *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:** *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:** *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: September 2018 - May 2020; Amount of Award: \$23,336.05



Service to the College/University

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

Service to the ProfessionINVITED PRESENTATIONS AND COLLOQUIA

*Burgeoning metacognitive ideas in the classroom*, Fordham University  
 Department of Educational Psychology, March 11, 2004  
*Taking a gamble: The search for metacognition in monkeys*, University of Pennsylvania  
 Animal Learning and Cognition Seminar, April 23, 2004  
*Metacognition in monkeys and children*, Princeton University  
 Cognitive Lunch Series, October 12, 2005  
*Metacognitive monitoring and control in monkeys*, University of Pennsylvania  
 Institute for Research in Cognitive Science, September 22, 2006  
*Taking a gamble and getting the hint*, Yale University  
 Institute for Neuroscience Seminar, March 11, 2008  
*Where the memory zipper gets stuck*, San Francisco State University  
 Distinguished Colloquium Series, November 19, 2008  
*Monitoring and control*, Sejong University  
 Department of Education Sciences, January 6, 2009  
*The virtues of ignorance*, Teachers College, Columbia University, September 21, 2009  
 Department of Human Development  
*Metaphorensic: The Search for Knowing about Knowledge*, Sackler Institute, April 8, 2010  
 Department of Developmental Psychobiology  
*Metacognitive Holes: What we Know about Not Knowing*, Columbia University, May 3, 2010  
 Department of Psychology, Cognitive Lunch Series  
*Knowing About Not Knowing*, Korea University, May 25, 2010  
 Department of Psychology, Colloquium Series  
*The Stuff Humans are Made of*, Korea University, June 13, 2014  
 Department of Neuroscience, Colloquium Series  
*The Making of a Metacognitive Mind*, Ajou University, July 31, 2014  
 Department of Psychology, Colloquium Series  
*Cognitive Principles and Metacognitive Matters*, Ajou University, July 31, 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  
*Metacognition: Evolved to Save Cognition?* Seton Hall University, September 18, 2015  
 Department of Psychology, Colloquium Series  
*Metacognition and Dehumanization*, Villanova University, October 1, 2015  
 Department of Psychology, Colloquium Series  
*Staying Metacognitively Fit*, Columbia University, September 29, 2016  
 Department of Psychology, Developmental Network Meeting.  
*To the Dying Metacognizer: Slow Down and Save Yourself*, Boston College, March 27, 2017  
 Department of Applied Development and Educational Psychology, Colloquium Series.  
*The Non-Mistaken Machine*, Hunter College, September, 2017  
 Department of Psychology, Colloquium Series.

## RECENT INVITED LECTURES AND WORKSHOPS

*Learning, Memory, and Metacognition*, Philosophy Day School, Invited Workshop, New York Association of Independent Schools, November 18, 2005.

*Metacognitive Control and Optimal Learning*, University of Pennsylvania, September 21, 2006

*Cognitive Science and Educational Policy*, The Heschel School, August 29, 2006 and October 23, 2006

*Being Okay with Not knowing*, Barnard College, Workshop on "How to Study", October 6, 2009

*How to Study*, Workshop for the HEOP summer program at Barnard College, Summer, 2010

*The don't know judgment*, Lab Discussion at Yonsei University, Psychology Department, Fall, 2013

*Learning and Memory in Your Child*, 3-day Visiting Lecturer, Counseling Meeting, Asan, Korea, January, 2014

*Memory, Effort, and Culture*, Ministry of the Reunifications of the Koreas, Korea, March, 2014

*The Stuff Humans are Made of*, Haneul Academy, High School Boarding School, Incheon, Korea, June 18, 2014

*Metacognition, Mothering, and the Mind*, KBS. Seoul, Korea, August 5, 2014.

*Back to Human Learning Basics: Back to the Self*. Korean Parents Association, Tenafly, NJ, February 27, 2015.

*Mind in the Mirror*. Special Invited Talk, Oriental Medicine Association, Seoul, Korea, July 24, 2015.

*Optimum Learning: The Art of Staying Metacognitively Fit*. Special invited talk, KACL Young Leaders Symposium, Boston, MA, November 5, 2016.

*Studying to Fail*. Invited Talk, Barnard College, December 6, 2016.

*Humans vs. Robots: A Metacognitive Gap*. Invited Talk, Hack Seoul, I Bus U Lecture. Seoul, Korea, July 22, 2017.

*The Happiness of Pursuit*. Organized and hosted lecture for the Korean Parent Organization of Millburn/Short Hill, December 15, 2017

*Assimilation in an Alien Nation*. Organized and hosted workshop for the Korean Parent Organization of Millburn/Short Hill, January 8, 2018

## 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>