



### Honors-Awards

Fulbright Lecturer to Germany, 1960  
National Science Foundation, Senior Fellow (University of CA Berkeley), 1968  
Outstanding Teaching Award, Ohio Wesleyan University, 1971  
Endowed University Chair, Ohio Wesleyan University, 1975  
Research Professorship, Ohio Wesleyan University, 1991  
Chair, Governing Board SARMAC, 1997  
The American Psychological Foundation, Distinguished Teaching Career Award, 1994  
American Psychological Association, Division of Expt. Psychologists: President, 1999  
American Psychological Association: Council Member, 2000-2003  
The Ohio State University Psychology Dept.: Outstanding Alumnus Award 2008  
The Ohio State University Alumni Association: distinguished professional achievement award 2009  
Association for Psychological Science: Mentor Award 2017  
American Psychological Association Division 3: Lifetime Achievement Award 2019

### Research Awards, Principal Investigator

National Science Foundation, 1954-56  
National Institutes of Health, 1962-86  
National Science Foundation, 1987-99  
National Institutes of Health 2002-2009

### Publications

Bahrnick, H.P. (1952). Latent learning as a function of the strength of unrewarded need states. *Journal of Comparative and Physiological Psychology*, 45, 192-197.

Bahrnick, H.P., Fitts, P.M. & Rankin, R.E. (1952) Effect of incentives upon reactions to peripheral stimuli. *Journal of Experimental Psychology*, 44, 400-406.

Bahrnick, H.P., Rankin, R.E. & Fitts, P.M. (1952). The effect of motivation upon peripheral perception during, the performance of a central psychomotor task. *Human Resources Research Center, Research Bulletin* 52-14.

Bahrnick, H.P. (1953). Sensory preconditioning under two degrees of deprivation.

human blink rate. *Journal of Experimental Psychology*, 45, 183-187.

Bahrnick, H.P., Nobel, M.E. & Fitts, P.M. (1954). Extra-task performance as a measure of learning a primary task. *Journal of Experimental Psychology*, 48, 298-302.

Bahrnick, H.P. (1954). Incidental learning under two incentive conditions. *Journal of Experimental Psychology*, 47, 170-172.

Bahrnick, H.P., Bennett, W.F., & Fitts, P.M. (1955). Accuracy of positioning responses as a function of spring loading in a control. *Journal of Experimental Psychology*, 49, 437-444

Bahrnick, H.P., Fitts, P.M. & Schneider, R. (1955). Reproduction of simple movements as a function of factors influencing proprioceptive feedback. *Journal of Experimental Psychology*, 49, 445-454.

Noble, M.E. & Bahrnick, H.P. (1956). Response generalization as a function of intratask response similarity. *Journal of Experimental Psychology*, 51, 405-412.

Fitts, P.M., Bennett, W.F. & Bahrnick, H.P. (1956). Application of auto-correlation and cross-correlation analysis to the study of tracking behavior. *Symposium on Air Force Human Engineering, Personnel and Training Research*, 125-141.

Bahrnick, H.P. (1956). *Instructors' Manual to Psychology*, by Wickens and Meyer The Dryden Press, New York.

Briggs, G.E., Fitts, P.M., & Bahrnick, H.P. (1958). Transfer effects from a single to a double integral tracking system. *Journal of Experimental Psychology*, 55, 135-142.

Bahrnick, H.P., Fitts, P.M., & Briggs, G.E. (1957). Learning curves: Facts or artifacts? *Psychological Bulletin*, 54, 256-268.

Briggs, G.E., Bahrnick, H.P., & Fitts, P.M. (1957). Effects of force and

Barrick, H.P., & Shelly, C. (1958). Time sharing as an index of automatization. *Journal of Experimental Psychology*, 56, 288-293.

Fitts, P.M.,



Bahrick, H.P. (1979). Broader methods and narrower theories for memory research: Comments on the papers by Eysenck and Cermak. In L. Cermak & F.I.M. Craik (Eds.), *Levels of processing in human memory*. Hillsdale, N.J.: L. Erlbaum.

Bahrick, H.P.(1979). Maintenance of knowledge: Questions about memory we forgot to ask. *Journal of Experimental Psychology: General*, 108, 296-308.

Bahrick, H.P. (1981). Über den Zusammenhang von visuellen Erinnerungsvorstellungen and Lernleistungen. In L. Tent (Ed.), *Erkennen-Wollen-Handeln; Beiträge zur Allgemeinen und Angewandten Psychologie*. Göttingen, Germany: Hogrefe

Bahrick, H.P., & Karis, D. (1982). Long-term ecological memory. In C.R. Puff (Ed.), *Handbook of research: Methods in human memory and cognition*. New York: Academic Press.

Bahrick, H.P. (1983). Memory for people. In J. Harris & P. Morris (Eds.), *Everyday memory*. Hillsdale, N.J.: Erlbaum.

Bahrick, H.P., (1987). Functional and cognitive memory theory: an overview of some key issues. In D. Gorfein & R. Hoffman (Eds.), *Memory and learning: The Ebbinghaus Centennial Conference*. Hillsdale, NJ: L. Erlbaum.

Bahrick, H.P. & Phelps E. (1987). Retention of Spanish vocabulary over eight years. *Journal of Experimental Psychology: Learning Memory & Cognition*, 13, 344-349.

Bahrick, H.P. & Phelps, E. (1988). The maintenance of marginal knowledge. In U. Neisser & E. Winograd (Eds.) *Remembering reconsidered: Ecological and traditional approaches to the study of memory*. New York: Cambridge University Press.

Bahrick, H.P., Wellman, C., & Hall, L. K. (1988). The effect of language schema on learning and retention of vocabulary. In N. Gruneberg, P. Morris & R. Sykes (Eds.), *Practical aspects of memory: Current research and issues*. London: Wiley.

Bahrick, H.P. (1989). The laboratory and the ecology: Supplementary sources of data for memory research. In L. Poon, D. Rubin & B. Wilson (Eds.), *Everyday cognition in adulthood and late life*. Hillsdale, NJ: L. Erlbaum.

Bahrick, H.P. & Hall, L.K. (1991). Preventive and corrective maintenance of access to knowledge. *Applied Cognitive Psychology*, 5, 1-18.

Bahrick, H.P., (1991). A speedy recovery from bankruptcy for ecological memory research. *American Psychologist*, 46, 76-77.

Bahrick, H.P. & Hall, L.K. (1991). Lifetime maintenance of high school mathematics content. *Journal of Experimental Psychology: General*, 120, 20-33.

Barrick, H.P. (1994). Extending the life-span of knowledge. In L.Penner, H. Knoff, G. Batsche & D. Nelson (Eds.) *The challenge in mathematics and science education: Psychology's response*. Washington, DC: American Psychological Association.

Barrick, H.P. & Hall, L.K., (1993). Long intervals between tests can yield



Bahrick, H.P. & Hall, L.K. (2005) The importance of retrieval failures to long term retention: A metacognitive explanation of the spacing effect. *Journal of Memory and Language*, 52, 566-577.

Bahrick, H.P.(2005). Dedication to Thomas O. Nelson. *Journal of Memory and Language*, 52, 461-462.

Bahrick, H.P. (2005). A self-actualizing career-choice yields unexpected results. In T.Benson, C. Burke, A. Amstadter, R.Siney, V.Hevern, B. Beins & B. Buskist (Eds).*The teaching of psychology in autobiography: Perspectives from exemplary teachers*. (pp 22-28). Washington, DC: Society for the Teaching of Psychology.

Bahrick, H.P. (2008). Thomas O. Nelson: His life, and implications of his functional view of metacognitive monitoring. In J. Dunlosky & R. A. Bjork (Eds.) *Handbook of metamemory and memory*, (pp. 1 - 7), New York: Psychology Press.

Bahrick, H.P., Hall, L. K., & DaCosta, L. A. (2008). Fifty years of memory of college grades: Accuracy and distortion. *Emotion*, 8, 13-22.

Bahrick, H. P., Baker, M. K., Hall, L. K., & Abrams, L. (2011). How should we define and differentiate metacognitions? In A. S. Benjamin (Ed.), *Successful remembering and successful forgetting: A festschrift in honor of Robert A. Bjork*, (pp. 329 - 346), New York: Psychology Press.

Bahrick, H.P., Hall, L.K., Baker, M.K. (20013) Life-Span Maintenance of Knowledge. New York and London: Psychology Press.

Bahrick, H.P. (2019). Separating data-based from non-data-based evaluations. In R. Sternberg (Ed). *My biggest research mistake*, (pp. 10-12), Thousand Oaks: Sage.