

Thomas Gordon Hutcheon, Ph.D.

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EDUCATION

Ph.D., Cognition and Brain Science Minor: Quantitative Psychology Georgia Institute of Technology, Atlanta, GA	2014
M.S., Cognition and Brain Science Georgia Institute of Technology, Atlanta, GA	2010
B.A., Psychology Bates College, Lewiston, ME	2005

PROFESSIONAL EMPLOYMENT

Visiting Assistant Professor Bard College, Annandale-on-Hudson, NY	Fall 2014 – Present
Adjunct Professor Agnes Scott College, Decatur, GA	Spring 2014

PUBLICATIONS (*indicates undergraduate collaborator)

Hutcheon, T. G., Lian*, A., & Richard*, A. (2019). The impact of a technology ban on students' experience and performance in Introduction to Psychology. *Teaching of Psychology, 46*, 47-54.

Hutcheon, T. G. (2018). *Technology bans and student experience in the college classroom*. In W. Altman, L. Stein, & J. E. Westfall (Eds.), *Essays from E-xcellence in Teaching* (Vol. 17, pp. 40-44).

Hutcheon, T. G., Spieler, D. H., & Eldar*, M. (2017). Properties of context-driven control revealed through the analysis of sequential congruency effects. *Acta Psychologica, 178*, 107-113.

Hutcheon, T. G., & Spieler, D. H. (2017). Limits on the generalizability of context-driven control. *The Quarterly Journal of Experimental Psychology, 70*, 1292-1304.

Mayr, U., Spieler, D. H., & **Hutcheon, T. G.** (2015). When and why do old adults outsource control to the environment? *Psychology and Aging, 30*, 624-633.

Hutcheon, T. G., & Spieler, D. H. (2014). Contextual influences on the sequential congruency effect. *Psychonomic Bulletin & Review, 21*, 155-162.

MANUSCRIPTS UNDER REVIEW (*indicates undergraduate collaborator)

Hutcheon, T. G., & Fitzgerald*, E. Evidence for item-specific control under concurrent memory load.

MANUSCRIPTS IN PREPARATION (*indicates undergraduate collaborator)

Eldar*, M., & **Hutcheon, T. G.** What's Your Type? Readability of Fonts Across Native and Non-Native English Speakers.

Hutcheon, T. G. & Sullivan*, A. Providing grade visualizations impacts student's perceptions of the course and instructor.

Hutcheon, T. G., & Spieler, D. H. The influence of stimulus experience in studies of context-driven control: An exemplar based model of Stroop performance.

CONFERENCE PRESENTATIONS (*indicates undergraduate collaborator)

Hutcheon, T. G., Augistin* A., Coffey*, B., Griffin*, C., Kolovoskaia*, D., & Zion*, I (March, 2019). Stimulus-driven control in the absence of contingency learning. Poster presented at the 90th annual meeting of the Eastern Psychological Association, New York, NY.

Hutcheon, T. G., Gibson*, O., Sullivan*, A., & Fitzgerald*, E. (2018, November). *Evidence for stimulus-driven control under concurrent memory load.* Poster presented at the 59th annual meeting of the Psychonomic Society, New Orleans, LA.

Hutcheon, T. G. (2018, September). Seeing how you are doing: Providing students with grade visualizations reduces grade-related stress. Presentation given at the 20th Annual Mid-Atlantic Conference on the Teaching of Psychology, Largo, MD.

Nielsen*, S., Fitzgerald*, E., Lian*, A., & **Hutcheon, T. G.** (2017, October). *The impact of grade visualization on college students' academic stress*. Poster presented at the 23rd Annual Meeting of the Northeast Conference for Teachers of Psychology, Newton, MA.

Frishberg*, E., & **Hutcheon, T. G.** (2017, May). *The effects of autobiographical growth narratives on math performance in women*. Poster presented at the 29th Annual Meeting of the Association for Psychological Science, Boston, MA.

Hutcheon, T. G., Lian*, A., & Richard*, A. (2016, November). *Applying response time distribution analysis to item-level manipulations: Evidence for stimulus-driven control*. Poster presented at the 57th annual meeting of the Psychonomic Society, Boston, MA.

Hutcheon, T. G., Richard*, A., & Lian*, A. (2016, October). *The impact of a technology ban on student's perceptions and performance in introduction to psychology*. Poster presented at the Society for the Teaching of Psychology 15th Annual Conference on Teaching, Decatur, GA.

Winner of the STP Early Career Psychologist Poster Award

Eldar*, M., & **Hutcheon, T. G.** (2016, April). *The readability of serif and sans serif fonts across native and non-native English speakers*. Poster presented at the 5th annual Westchester Undergraduate Research Conference, Dobbs Ferry, NY.

Lian*, A., Brown*, H., Givens*, G., Richard*, A., & **Hutcheon, T. G.** (2016, April). *The effect of a technology ban on professor-student rapport in the college classroom*. Poster presented at the 30th Annual Conference on the Teaching of Psychology sponsored by Farmingdale State University, Tarrytown, NY.

Rodriguez*, W., Konefal*, R. J., Brown*, H., & **Hutcheon, T. G.** (2016, April). *The effect of a technology ban on student engagement in the college classroom*. Poster presented at the 30th annual Conference on the Teaching of Psychology sponsored by Farmingdale State University, Tarrytown, NY.

Eldar*, M., Bremner*, M., & **Hutcheon, T. G.** (2015, October). *Moving beyond the mean in studies of stimulus-driven control*. Poster presented at the 55th annual meeting of the New England Psychological Association, Fitchburg, MA.

Hutcheon, T. G., Eldar*, M., & Bremner*, M. (2015, May). *Investigating the specificity of proactive control in tasks of selective attention*. Poster presented at the 27th annual meeting of the Association for Psychological Science, New York, NY.

Hutcheon, T. G. & Spieler, D. H. (2014, November). *Properties of context-driven control revealed through the analysis of conflict adaptation effects*. Poster presented at the 55th annual meeting of the Psychonomic Society, Long Beach, CA.

Hutcheon, T. G., & Spieler, D. H. (2013, November). *Using delta plots to assess the time course of conflict adaptation*. Poster presented at the 54th annual meeting of the Psychonomic Society, Toronto, ON, Canada.

Hutcheon, T. G., & Spieler, D. H. (2012, April). *Sequential adjustments in performance are influenced by stimulus context in both younger and older adults*. Poster presented at the 14th annual Cognitive Aging Conference, Atlanta, GA.

Hutcheon, T. G. & Spieler, D. H. (2011, November). *Generalization/discrimination and conflict adaptation effects*. Poster presented at the 52nd annual meeting of the Psychonomic Society, Seattle, WA.

Hutcheon, T. G., & Spieler, D. H. (2010, November). *The generalization of item specific control to semantically related words*. Poster presented at the 51st annual meeting of the Psychonomic Society, St. Louis, MO.

Hutcheon, T. G., & Spieler, D. H. (2010, April). *The specificity of putative general control mechanisms*. Poster presented at the 13th annual Cognitive Aging Conference, Atlanta, GA.

Hutcheon, T. G., & Spieler, D. H. (2010, February). *The role of stimulus information in tasks of selective attention: A computational model of Stroop performance*. Poster presented at the Georgia Tech Research and Innovation Conference, Atlanta, GA.

Hutcheon, T. G., & Spieler, D. H. (2009, November). *Selective attention in the immediate future based on the recent past*. Poster presented at the 50th annual meeting of the Psychonomic Society, Boston, MA.

Hutcheon, T. G., & Spieler, D. H. (2009, May). *Dynamic modulation of control: Time series analysis of Stroop performance*. Research talk presented at the 81st annual meeting of the Midwestern Psychological Association, Chicago, IL.

CONFERENCE PROCEEDINGS (*indicates undergraduate collaborator)

Hutcheon, T. G. (in press). Seeing how you are doing: Providing students with grade visualizations reduces grade-related stress. In R. L. Miller and A. Martinez (Eds.). *Teaching Tips: A Compendium of Conference Presentations on Teaching, 2018-19.*

Frishberg*, E., & **Hutcheon, T. G.** (2018). The effects of autobiographical growth narratives on math performance in women. In R. L. Miller and A. Martinez (Eds.). *Teaching Tips: A Compendium of Conference Presentations on Teaching, 2016-17.*

Hutcheon, T. G., Richard*, A., & Lian*, A. (2018). The impact of a technology ban on student's perceptions and performance in introduction to psychology. In R. L. Miller and A. Martinez (Eds.), *Teaching Tips: A Compendium of Conference Presentations on Teaching, 2016-17.*

LOCAL PRESENTATIONS (*indicates undergraduate collaborator)

Hutcheon, T. G. (2018, March). Learning to ignore: The impact of stimulus experience on cognitive control. Talk presented as part of the Bard College Psychology Program Colloquium Series.

Lian*, A., Nielsen*, S., & **Hutcheon, T. G.** (2017, September). *See Figure 1: The relationship between eye fixation patterns on PowerPoint Slides and Subsequent Memory Performance.* Poster presented at the Bard Summer Research Institute Poster Session. Annandale-on-Hudson, NY.

TEACHING EXPERIENCE

INSTRUCTOR OF RECORD:

Introduction to Psychological Science, *Georgia Institute of Technology, Agnes Scott College, Bard College*

Statistics for Psychology, *Bard College*

Cognitive Psychology, *Bard College*

Sensation and Perception, *Bard College*

Advertising and Consumer Behavior, *Bard College*

Linear Regression Analysis in Psychological Research (Seminar), *Bard College*

Cognitive Aging (Seminar), *Bard College*

Using Brain Training to Prevent Cognitive Decline (Seminar), *Bard College*

Executive Control of Thought and Action (Seminar), *Bard College*

Cognitive Psychology: Advanced Methodology, *Bard College*

LABORATORY INSTRUCTOR:

Cognitive Psychology, *Georgia Institute of Technology*

Psychological Research Methods, *Georgia Institute of Technology*

Psychological Research Methods for Human Computer Interaction, *Georgia Institute of Technology*

TEACHING ASSISTANT:

Biological Psychology, *Georgia Institute of Technology*

Cognitive Psychology, *Georgia Institute of Technology*

Human Development, *Georgia Institute of Technology*

Psychological Statistics, *Georgia Institute of Technology*

Statistical Analysis I – ANOVA (graduate level course), *Georgia Institute of Technology*

Statistical Analysis II - Multivariate Statistics (graduate level course), *Georgia Institute of Technology*

SENIOR PROJECT SUPERVISION AT BARD COLLEGE

(Date indicates semester of completion, **indicates empirical project,)

Nikolai Grumet (Spring 2019). Reducing panic through smell.

Rachael Rice (Spring 2019). How creating art impacts visual perception.

Elizabeth Fitzgerald (Spring 2018). *Nothing tastes as good as starvation feels: Anorexia nervosa as a maladaptive mechanism of emotion regulation.*

Aileen Lian (Spring 2018). "Boys will be boys": *Examining the relationship between men's conformity to masculine norms and perceptions of psychological abuse.* **

Winner of Andrew Bernstein award for best senior project in psychology at Bard College

Chanya Riddick (Spring 2018). *The unwilling spectator: How secondary exposure to trauma through journalism effects on emotional processing.* **

Sydney Sinclair (Spring 2018). *Cream of the crop or the bottom of the barrel: An exploration of the variation in susceptibility to social influences present in genocides.*

Eva Frishberg (Spring 2017). *The impact of self-generated growth narrative on women's persistence and effort on math tasks.* **

Winner of Andrew Bernstein award for best senior project in psychology at Bard College

Sarah Genung (Spring 2017). *Human chameleons: Are biracial individuals with integrated racial identities more prone to body dissatisfaction?*

Glenisha Givens (Spring 2017). *Putting micro-aggressions under the microscope: Examining the effects of micro-aggressions on student engagement in the college classroom.* **

Maayan Eldar (Spring 2016). *What's your type?: Readability of fonts across native and non-native English speakers.* **

Zachary Goodman (Spring 2016). *Contrasting substance abuse and mobile gaming addiction.*

Nicole Lang (Spring 2016). *The influence of arousal on the perception of colors.* **

Veronika Mojzesova (Fall 2015). *The difference in motor memory as a function of the characteristic movements of musical instruments.*

Michelle Lee (Spring 2015) *Eating disorders in Asian-American women: Self-esteem and fat phobia.* **

AWARDS AND HONORS

Society for the Teaching of Psychology, Early Career Psychologist Travel Grant
Society for the Teaching of Psychology, Early Career Psychologist Poster Award
Georgia Institute of Technology, Presidential Fellow
Georgia Institute of Technology, Graduate Student Travel Award

INTERNAL FUNDING

Bard College, Summer 2017

Bard Summer Research Institute (BSRI) Grant (\$6,000)

Bard College, Summer 2016

Division of Science, Mathematics, and Computing Summer Research Grant (\$3,000)

PROFESSIONAL SERVICE

Ad Hoc Journal Reviewing

Acta Psychologica

Aging, Neuropsychology, and Cognition

Attention, Perception, & Psychophysics

Experimental Psychology

Frontiers in Psychology

Journal of Cognitive Psychology

Journal of Experimental Psychology: Human Perception and Performance

Journal of Experimental Psychology: Learning, Memory, and Cognition

Psychological Research

Psychology and Aging

Psychonomic Bulletin & Review

The Quarterly Journal of Experimental Psychology

Textbook Reviewing

Oxford University Press (Sensation and Perception)

Sage Publishing (Introduction to Psychology)

Worth Publishers (Introduction to Psychology)

DEPARTMENTAL AND COLLEGE SERVICE

Coordinator, Bard College Psychology Program Colloquium Series, Spring 2017- Present

Faculty-Student All-Star, Bard College, Spring 2017 - Present

PROFESSIONAL MEMBERSHIP

Association for Psychological Science

Eastern Psychological Association

Psychonomic Society

Society for the Teaching of Psychology