

DIANA SELMECZY  
Curriculum Vitae

CONTACT INFORMATION

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Diana Selmeczy  
University of California, Davis  
Center for Mind and Brain  
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(530) 519-1597

POSITIONS HELD

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Postdoctoral Scholar, University of California, Davis Advisor: Dr. Simona Ghetti	2015-current
Graduate Student, Washington University in St. Louis Advisor: Dr. Ian G. Dobbins	2009-2014
Junior Specialist, UC Davis, Neurocognitive Development Lab Supervisor: Dr. Susan Rivera	2008- 2009

EDUCATION

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Ph.D., Psychology, Washington University St. Louis, MO Chair: Dr. Ian Dobbins	December 2014
M.A., Psychology, Washington University in St. Louis, MO Chair: Dr. Ian Dobbins	December 2011
B.S., Psychology, University of California, Davis Minor: Biological Sciences	December 2008

FUNDING

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Ruth L. Kirschstein National Research Service Award (NRSA) NICHD: <i>Developmental Investigation of Adaptive Memory Biases</i> . (PI). 1F32HD084313-01A1. (\$160,000)	2015-2018
Washington University Dissertation Fellowship (\$19,000)	2014
Washington University Dissertation Travel Award (\$1,000)	2014
Fellowship from NSF Integrative Graduate Education and Research Training (IGERT): Cognitive, Computational, and Systems Neuroscience Award (\$60,000)	2010-2012

Washington University Travel Award (\$400 each)	2011, 2013
Washington University Fellowship (\$19,000)	2009-2010

## PUBLICATIONS

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### Peer-reviewed Journal Articles

- Fandakova, Y., **Selmezy, D.**, Leckey, S., Grimm, K. J., Wendelken, C., Bunge, S. A., & Ghetti, S. (2017). Changes in ventromedial prefrontal and insular cortex support the development of metamemory from childhood into adolescence. *Proceedings of the National Academy of Sciences*, *13*, 201703079. <http://doi.org/10.1073/pnas.1703079114>
- Selmezy, D.**, & Dobbins, I. G. (2017). Ignoring memory hints: The stubborn influence of environmental cues on recognition memory. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 1–23. <http://doi.org/10.1037/xlm0000383>
- Konkel, A. \*, **Selmezy, D.**,\* & Dobbins, I. G. (2015). They can take a hint: Older adults effectively integrate memory cues during recognition. *Psychology and Aging*, *30*(4), 781–794. <http://doi.org/10.1037/pag0000058> **\*joint first authorship**
- Bugg, J. M., Diede, N. T., Cohen-Shikora, E. R., & **Selmezy, D.** (2015). Expectations and experience: Dissociable bases for cognitive control? *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 1–26. doi: 10.1037/xlm0000106
- Selmezy, D.**, & Dobbins, I. G. (2014). Relating the content and confidence of recognition judgments. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, *40*(1), 66–85. doi:10.1037/a0034059
- Selmezy, D.**, Dobbins, I. G. (2013) Metacognitive awareness and adaptive recognition biases. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, *39*(3), 678–690. doi: 10.1037/a0029469
- Jaeger, A., **Selmezy, D.**, O'Connor, A. R., Diaz, M. D., Dobbins, I. G. (2012) Differential fronto-parietal recruitment during controlled memory judgment in adolescents and young adults. *Neuropsychologia*, *50*(14), 3745–3756. doi: 10.1016/j.neuropsychologia.2012.10.022
- Jaeger, A., Lauris, P., **Selmezy, D.**, & Dobbins, I. G. (2011). The costs and benefits of memory conformity. *Memory & Cognition*, *40*(1), 101–112. doi:10.3758/s13421-011-0130-z
- Selmezy, D.**, Koldewyn, K., Wang, J. M., Lee, A., Harvey, D., Hessel, D. R., Tassone, F., et al. (2011). Investigation of amygdala volume in men with the fragile X premutation. *Brain Imaging and Behavior*, *5*(4), 285–294. doi:10.1007/s11682-011-9132-5

## Chapters

Ghetti, S., & **Selmezy, D.**, (in press). Metacognition. *The SAGE Encyclopedia of Lifespan Human Development*. Marc H. Bornstein. New York: Sage.

## Journal Articles under Review

**Selmezy, D.**, & Ghetti, S. (2017). Here is a hint!: How children integrate reliable recommendations in their memory decisions. (under review at *Developmental Psychology*).

## Journal Articles in Preparation

**Selmezy, D.**, Hembacher, E., & Ghetti, S. (2017). How metacognitive monitoring guides metacognitive control during middle childhood: Evidence from confidence-accuracy dissociation. (in preparation).

**Selmezy, D.**, Fandakova, Y., Bunge, S.A., & Ghetti, S., (2017). A longitudinal investigation of hippocampal activity during memory retrieval and the role of pubertal development. (in preparation).

## PRESENTATIONS

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### Talks

Fandakova, Y., **Selmezy, D.**, Bunge, S. A., & Ghetti, S., Cortical development and metacognitive monitoring in the transition to adolescence. Society for Research and Child Development Biennial Meeting. (April, 2017). Austin, TX

**Selmezy, D.**, & Ghetti, S., The development of memory and decision-making. International Conference of Memory. (July, 2016). Budapest, Hungary

**Selmezy, D.**, Ignoring external cues in recognition memory. Department Brain, Behavior, and Cognition Colloquium. (October, 2012). St. Louis, MO

### Posters

**Selmezy, D.**, Hembacher, E. & Ghetti, S., How subjective experience guides children's memory decisions beyond memory accuracy. Cognitive Development Society. (October, 2017). Portland, OR

**Selmezy, D.**, & Ghetti, S., The development of recognition decision biases. Psychonomics. (November, 2016). Boston, MA

Cha, J., **Selmezy, D.**, & Dobbins, I.G., Ignoring environmental influences during recognition memory judgment. Cognitive Neuroscience Society. (March, 2015). San Francisco, CA

- Selmezy, D.,** & Dobbins, I.G., The unintentional influence of external cues during recognition. Psychonomics. (November, 2014). Long Beach, CA
- Cohen-Shikora, E.R., **Selmezy, D.,** & Bugg, J.M., Isolating the role of expectations in modulations of Stroop interference. (November, 2014). Long Beach, CA
- Konkel, A., **Selmezy, D.,** & Dobbins, I.G., The Effect of Age on Incorporating External Information with Memory. Psychonomics. (November, 2013). Toronto, Ontario, Canada
- Selmezy, D.,** & Dobbins, I.G., Controlled and uncontrolled cue influence during recognition memory. Association for Psychological Science. (May, 2013). Washington, D.C.
- Rader, B.\*, **Selmezy, D.,** & Dobbins, I.G., Ignoring external information during recognition memory judgments. Washington University in St. Louis Mind, Brain, and Behavior Research Symposium. (May 2012). \*mentored research assistant
- Selmezy, D.,** & Dobbins, I.G., A simple linguistics analysis of justifications of recognition reports. Psychonomics. (November, 2011). Seattle, WA
- Selmezy, D.,** & Dobbins, I.G., Taking memory advice: Incorporating external cues into recognition judgments. Midwestern Psychological Association. (May, 2011). Chicago, IL
- Wang, J.M., Koldewyn, L., Hessel, D., **Selmezy, D.,** Fragile X Mental Retardation-1 Gene mRNA as a predictor for amygdala volume in Fragile X Premutation men. Cognitive Neuroscience Conference. (March, 2008). San Francisco, CA

## MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS

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Psychonomic Society  
 Association for Psychological Science  
 Cognitive Development Society

## AD HOC REVIEWER

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*Cognitive Development*  
*Journal of Experimental Psychology: Learning, Memory, and Cognition*  
*Developmental Psychology*

## TEACHING EXPERIENCE

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### Programs

Co-Director, Accelerating Success By Providing Intensive Research Experience (ASPIRE) Undergraduate Program, University of California, Davis <a href="http://socialscience.ucdavis.edu/aspire">http://socialscience.ucdavis.edu/aspire</a>	2016-current
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### Instructor

Introduction to Psychology Seminar (2 Sections) Fall, 2014

Introductory Psychological Statistics Summer 2013

### Teaching Assistant

Cognitive Psychology, Dr. Jeff Zacks, Washington University in St. Louis Fall 2013

Quantitative Methods II, Dr. Josh Jackson, Washington University in St. Louis Spring 2013

Quantitative Methods I, Dr. Josh Jackson, Washington University in St. Louis Fall 2012

### Guest Lecturer

*Attention*, Cognitive Psychology, Prof. Jeff Zacks, Washington University in St. Louis Fall 2013

*Memory*, Cognitive Psychology, Prof. Jeff Zacks, Washington University in St. Louis Fall 2013

*Diagnostics and Outliers*, Quantitative Methods II, Prof. Josh Jackson, Washington University in St. Louis Spring 2013

*Hypothesis Testing*, Quantitative Methods I, Prof. Josh Jackson, Washington University in St. Louis Fall 2012

### Mentoring

Undergraduate Students Mentored:

Jenna Carter, Meghan Arthur, Leila Nomani, Sarah Kelmenson, 2015-current

Rebecca Pople, Trisha Nguyen, Khusboo Jani

David Grybinas Fall 2014

Benjamin Rader 2011-2012

### Training

Teaching Citation 2010- 2014

*Intensive training program that required three diverse teaching experiences, extensive student and faculty evaluations of teaching, and several teaching related workshops*

Practicum in Teaching Psychology Summer 2011