

# CURRICULUM VITAE

Peter Alex Frensch

## **Personal**

Place of Birth: Koblenz, Germany  
Date of Birth: April 1, 1956  
Current Address: Geschwister-Scholl-Allee 73a  
14532 Kleinmachnow, Germany  
Business Address: Institut für Psychologie  
Humboldt-Universität zu Berlin  
Rudower Chaussee 18  
12489 Berlin, Germany  
Work Phone: +49 30 2093 4922  
Fax: +49 30 2093 4910  
Family Status: Married, 2 children

## **Education**

1989 Ph.D., Psychology, Yale University, New Haven, CT, USA  
1988 M.Phil, Psychology, Yale University, New Haven, CT, USA  
1987 M.S., Psychology, Yale University, New Haven, CT, USA  
1984 B.S., Psychology, University of Trier, Germany  
1979 M.S., Electrical Engineering, University of Darmstadt, Germany

## **Professional Experience**

1998- Full Professor (C4), Lehrstuhl Allgemeine Psychologie, Institut für Psychologie, Humboldt-Universität zu Berlin  
1995-1998 Honorarprofessor, Institut für Psychologie, Humboldt-Universität zu Berlin  
1994-1998 Senior Research Scientist (C3), Max-Planck-Institut für Bildungsforschung, Berlin  
1994-1995 Associate Professor with tenure, Department of Psychology, University of Missouri-Columbia, USA  
1989-1994 Assistant Professor, Department of Psychology, University of Missouri-Columbia, USA

## **Administrative Positions**

2009- Dean, Mathematisch-Naturwissenschaftliche Fakultät II, Humboldt-Universität zu Berlin  
2008- Member of Academic Senate, Humboldt-University, Berlin  
2008- Member of Executive Committee of the International Union of Psychological Science (IUPsyS)  
2008- President-elect, German Society of Psychology  
2004- Member of Academic Senate, Charité Berlin  
2002- Member of Academic Council, Humboldt-Universität zu Berlin  
2002- Member of Research Commission of the Academic Senate, Humboldt-Universität zu Berlin  
2000-2002 Chair, Department of Psychology, Humboldt-Universität zu Berlin

## **Honors**

President, XXIXth International Congress of Psychology, Berlin, 2008  
President, 46<sup>th</sup> National Congress of Psychology, Berlin, 2008  
Fellow, American Psychological Association (Division 3)  
Award for outstanding teaching, Mathematisch-Naturwissenschaftliche Fakultät II der Humboldt-Universität zu Berlin (2003)  
Award for outstanding teaching, Mathematisch-Naturwissenschaftliche Fakultät II der Humboldt-Universität zu Berlin (2000)  
Robert S. Daniel Junior Faculty Outstanding Teaching Award (1992-1993)  
College nominee for Provost's Outstanding Junior Faculty Teaching Award (1992-1993)  
College nominee for Provost's Outstanding Junior Faculty Teaching Award (1991-1992)  
Graduate Fellowship, Yale University (1985-1989)  
Fulbright Scholarship, United States Government (1984-1985)

## **Main Research Interests**

Awareness of implicitly acquired environmental regularity  
Implicit learning and memory  
The function of language in the control of action  
Cognitive skill acquisition  
Computer modelling of learning and knowledge representation

## **Research Funding**

1990 „Knowledge Restructuring in Skill Acquisition”, University of Missouri at Columbia, USA  
1992-1993 „The Serial Position Effect in Chunking”, University of Missouri at Columbia, USA  
1994-1995 DAAD-ACLS: „Kognitiver Fertigkeitserwerb”  
1999-2002 DFG: „Strategiegenerierung beim kognitiven Fertigkeitserwerb“  
2000-2003 DFG: „Der Beitrag von Reaktions-Effekt Beziehungen zum inzidentellen Lernen von Ereignisfolgen in seriellen Wahlreaktionsanforderungen“  
2001-2004 DFG: „Cognitive and neural practice-related changes in the ability to coordinate two tasks I”  
2001-2004 DFG: „Der Erwerb von Handlungs-Effekt-Bindungen und die Funktion von Handlungseffekten bei der Handlungsvorbereitung I“  
2004-2008 DFG: „Cognitive and neural practice-related changes in the ability to coordinate two tasks II”  
2004-2007 DFG: „Der Erwerb von Handlungs-Effekt-Bindungen und die Funktion von Handlungseffekten bei der Handlungsvorbereitung II“  
2005-2007 DFG: „Mechanismen der Informationsreduktion“  
2006- 2009 DFG: „Die Funktion von Konflikten für die Informationsreduktion beim kognitiven Fertigkeitserwerb”  
2006-2012 DFG Research Group: „Zwischen Interferenz und Optimierung: Konflikte als Signale in kognitiven Systemen“  
2007-2008 Jacobs Stiftung: XXIXth International Congress of Psychology  
2007-2008 DFG: XXIXth International Congress of Psychology  
2007-2012 Interdisziplinäres Zentrum zur Untersuchung von Konflikten in Intelligenten Systemen an der Humboldt-Universität zu Berlin  
2008-2011 DFG: „Reiz- und effekbasierte Handlungssteuerung”

- 2008-2011 DFG: „Optimierung von Aufgabenkoordination in Doppelaufgaben: Alltagspsychologische und entwicklungspsychologische Untersuchungen“  
2009-2011 DFG: „Wie erwerben Kinder abstrakte Konzepte im mathematischen Bereich?“  
2010-2012 DFG: „Konflikte als Auslöser von Strategieoptimierung“

### **Reviewing and Editorships**

Editor: Psychological Research (2000-2008)

Editorial Board: Learning & Individual Differences (2006-), Psychological Research (2009-), Psychological Studies (2009-), International Journal of Psychology (2008-)

Ad-hoc Reviewer: BBS, Cognitive Psychology, Consciousness and Cognition, European Journal of Cognitive Psychology, Intelligence, IJBD, Journal of Experimental Psychology: General, Journal of Experimental Psychology: Learning, Memory, and Cognition, Journal of Experimental Psychology: Human Perception and Performance, Journal of Memory and Language, Journal of Personality and Social Psychology, Memory & Cognition, Psyche, Psychological Bulletin, Psychological Bulletin & Review, Psychological Review, Psychology and Aging, Psychologica Belgica, Quarterly Journal of Experimental Psychology, Zeitschrift für Experimentelle und Angewandte Psychologie, Zeitschrift für Psychologie

Ad-hoc reviewer for Deutsche Forschungsgemeinschaft (DFG), National Science Foundation (NSF), National Institutes of Health (NIH), sowie National Institutes of Mental Health (NIMH).

Ad-hoc Reviewer: MIT Press, USA; Lawrence Erlbaum Associates, USA and UK; Sage Publications, USA.

Grant panels: Cognition and Student Learning Peer Review Panel for the Institute of Education Sciences (IES), U.S. Department of Education; National Science Foundation (NSF)

Chair of international evaluation committee for Minerva Zentren of the Max-Planck Society.

### **Membership in Professional Organisations**

American Psychological Association (APA)  
American Psychological Society (APS)  
Cognitive Science Society (CogSci)  
Midwestern Psychological Association (MPA)  
Psychonomic Society  
Deutsche Gesellschaft für Kognitionswissenschaft  
Deutscher Hochschulverband (DHV)  
PIAAC: Deutsche Expertengruppe Problemlösen

## **Publications**

### **Submitted:**

Gaschler, R., Marewski, J. N., & Frensch, P. A. (submitted). Once and for all – How eyes ignore irrelevant information.

Gaschler, R., Wenke, D., Cohen, A., & Frensch, P. A. (submitted). Is implicit sequence learning based on instructed action codes?

Liepelt, R., Fischer, R., Frensch, P. A., & Schubert, T. (submitted). Practice-related reduction of dual-task costs under conditions of manual-verbal and manual-foot response combinations.

Liepelt, R., Strobach, T., Frensch, P. A., & Schubert, T. (submitted). Does dual-task practice improve inter-task coordination skills?

Schubert, T., Liepelt, R., Strobach, T., & Frensch, P. A. (submitted). Elimination of dual-task costs does not necessarily argue against the central bottleneck: Evidence for a latent bottleneck account.

Schubert, T., Palazova, M., Hutt, A., & Frensch, P. A. (submitted). The modulation of non-conscious information processing by temporal attention: Evidence for a variable accumulator model.

Schuck, N., Gaschler, R., Keisler, A., & Frensch, P. A. (submitted). Acquisition of ordinal position information in human implicit sequence learning.

Strobach, T., Frensch, P. A., Liepelt, R., & Schubert, T. (submitted). Extensive Dual-Task Practice and the Loci of its Effects in Simultaneous Choice Tasks.

Tamayo, R., & Frensch, P. A. (submitted). Temporal stability of implicit sequence learning.

Wenke, D., Nattkemper, D., & Frensch, P. A. (submitted). Modulating the Simon effect by instruction.

### **in press:**

Frensch, P. A., & Engelkamp, J. (in press). Lernen und Gedächtnis. Heidelberg: Springer Verlag.

Frensch, P. A., & Funke, J. (in press). Allgemeine Psychologie. Heidelberg: Springer Verlag.

Frensch, P. A., & Schwarzer, R. (Eds., in press). Cognition and neuropsychology: Proceedings of the 29th International Congress of Psychology I. London, UK: Psychology Press.

Gaschler, R., & Frensch, P. A. (in press). When vaccinating against Information Reduction works and when it does not work. Psychological Studies.

- Gaschler, R. & Frensch, P. A. (in press). Kognitivismus als humanwissenschaftliches bzw. anthropologisches Forschungsprogramm. In E. Bohlken & C. Thies (Eds.), Handbuch Anthropologie. Der Mensch zwischen Natur, Kultur und Technik. Metzler Verlag.
- Haider, H., & Frensch, P. A. (in press). Unexpected events increase verbal report of incidentally acquired sequential knowledge. Psychological Research (special issue on "Conflicts as signals").
- Nattkemper, D., Ziessler, M., & Frensch, P. A. (in press). Binding in voluntary action control. Neuroscience and Biobehavioral Reviews.
- Rünger, D., & Frensch, P. A. (in press). Defining consciousness in the context of implicit sequence learning: Theoretical considerations and empirical implications. Psychological Research.
- Rünger, D., Nagy, G., & Frensch, P. A. (in press). Do recognition and priming index a unitary knowledge base? Comment on Shanks et al. (2003). Journal of Experimental Psychology: Learning, Memory and Cognition.
- Rünger, D., Schwager, S., & Frensch, P. A. (in press). Anticipatory cognitive control: No evidence for cross-task modulation. Journal of Experimental Psychology: Human Perception and Performance.
- Schwarzer, R., & Frensch, P. A. (Eds., in press). Personality, development, society and culture: Proceedings of the 29th International Congress of Psychology II. London, UK: Psychology Press.
- Wenke, D., Gaschler, R., Nattkemper, D., & Frensch, P. A. (in press). Strategic influences on implementing instructions for future actions. Psychological Research.

**Published:**

- Greve, W., & Frensch, P. A. (2009). Pluralität sichert Qualität: Berufungen und Berufungskriterien im Fach Psychologie. Forschung und Lehre, 2/09, 40-41.
- Frensch, P. A., & Haider, H. (2008). Transfer and expertise. In H. L. Roediger III (Ed.), Learning and memory – a comprehensive reference (pp. 579-596). Oxford, UK: Elsevier.
- Rünger, D., & Frensch, P. A. (2008). How incidental sequence learning creates reportable knowledge: The role of unexpected events. Journal of Experimental Psychology: Learning, Memory and Cognition, 34, 1011-1026.
- Strobach, T., Frensch, P. A., & Schubert, T. (2008). The temporal stability of skilled dual-task performance. In H. D. Zimmer, C. Frings, A. Mecklinger, B. Opitz, M. Pospeschill, & D. Wentura, (Eds.), Cognitive Science 2007. Proceedings of the 8th Annual Conference of the Cognitive Science Society of Germany.
- Baltes, B. B., Bauer, C. C., & Frensch, P. A. (2007). Does a Structured Free Recall Intervention reduce the effect of racial biases in performance ratings and by what mechanism? Journal of Applied Psychology, 92, 151-164.

- Funke, J., & Frensch, P. A. (2007). Complex Problem Solving - The European perspective: 10 Years After. In D. Jonassen (Ed.), Learning to solve complex scientific problems (pp. 25-48). Hillsdale, NJ: Erlbaum.
- Gaschler, R., & Frensch, P. A. (2007). Is Information Reduction an item-specific or an item-general process? International Journal of Psychology, 42, 218-228.
- Tamayo, R., & Frensch, P. A. (2007). Interference produces different forgetting rates for implicit and explicit knowledge. Experimental Psychology 54, 304-310.
- Frensch, P. A. (2006). Implizites Lernen. In J. Funke & P.A. Frensch (Eds.), Handwörterbuch Psychologie. Band Kognitive Psychologie. Göttingen: Hogrefe Verlag.
- Frensch, P. A. (2006). Kognitive Psychologie. In J. Funke & P.A. Frensch (Eds.), Handwörterbuch Psychologie. Band Kognitive Psychologie. Göttingen: Hogrefe Verlag.
- Funke, J., & Frensch, P. A. (2006). Handwörterbuch Psychologie. Band Kognitive Psychologie. Göttingen: Hogrefe Verlag.
- Haider, H., & Frensch, P. A. (2006). Implicit and explicit learning of task regularities in problem solving. Technology, Instruction, Cognition and Learning, 3.
- Frensch, P. A. (2005). Book Review: Miles Hewstone, Frank D. Fincham & Jonathan Foster (Eds.), „Psychology“. European Psychologist, 10, 344-345.
- Frensch, P. A. (2005). „Implizites“ versus „explizites“ Lernen: Eine nützliche oder überflüssige Unterscheidung? In C. Steinebach (Ed.), Psychologie lehren und lernen. Beiträge zur Hochschuldidaktik (S. 23-34). Heidelberg: Universitätsverlag Winter.
- Haider, H., & Frensch, P. A. (2005). The generation of conscious awareness in an incidental learning situation. Psychological Research, 69, 399-411.
- Haider, H., & Frensch, P. A. (2005). Empirical research on the generation and functional role of consciousness. Psychological Research, 69, 313-315.
- Haider, H., Frensch, P. A., & Joram, D. (2005). Are strategy shifts caused by data-driven processes or by voluntary processes? Consciousness and Cognition, 14, 495-519.
- Wenke, D., & Frensch, P. A. (2005). The influence of task instruction on action coding: Constraint setting or direct coding? Journal of Experimental Psychology: Human Perception and Performance, 31, 803-819.
- Frensch, P. A. (2004). Verschiedene Berufungskulturen, verschiedene Welten. In J. Funke & A. Kämmerer (Eds.), Seelenlandschaften. Göttingen: Vandenhoeck & Ruprecht.
- Li, S.-C., & Frensch, P.A. (2004). Revisiting symbolic approaches to cognition in a new visual programming environment. Review of „Modelling high-level cognitive processes“, by R.P. Cooper. Contemporary Psychology: APA Review of Books, 49, 431-432.
- Nattkemper, D., & Frensch, P. A. (2004). Action-effect binding in voluntary action control – Empirical facts and open questions. In A. Mecklinger, H. Zimmer & U. Lindenberger

- (Eds.), Bound in memory: Insights from behavioral and neuropsychological research. Aachen: Shaker Verlag.
- Wenke, D., Frensch, P. A., & Funke, J. (2004). Complex problem solving and intelligence: Empirical relation and causal direction. In R.J. Sternberg & J. Pretz (Eds.), Cognition and Intelligence. New York: Cambridge University Press.
- Ziessler, M., Nattkemper, D., & Frensch, P. A. (2004). The role of anticipation and intention for the learning of effects of self-performed actions. Psychological Research, 68, 163-175.
- Frensch, P. A., Haider, H., Rüniger, D., Neugebauer, U., Voigt, S., & Werg, D. (2003). The route from implicit learning to awareness of what has been learned. In L. Jiménez (Ed.), Attention and implicit learning. New York: John Benjamins Publishing Company.
- Frensch, P. A., & Rüniger, D. (2003). Implicit learning. Current Directions in Psychological Science, 12, 13-18.
- Wandke, H., & Frensch, P.A. (2003). "Applied" versus "applicable" – the different facets of applied cognition. Review of „Handbook of applied cognition“, edited by F.T. Durso. Contemporary Psychology.
- Wenke, D., & Frensch, P. A. (2003). Is success or failure at solving complex problems related to intellectual ability? In J.E. Davidson & R.J. Sternberg, (Eds.), The psychology of problem solving (pp. 87-126). New York: Cambridge University Press.
- Frensch, P. A., & Funke, J. (2002). Thinking, creativity, and problem solving. In UNESCO, Encyclopedia of Life Support Systems (EOLSS). Oxford, UK. [<http://www.eolss.net>].
- Haider, H., & Frensch, P. A. (2002). Why individual learning does not follow the Power Law of Practice but aggregated learning does: Comment on Rickard (1997, 1999), Delaney et al. (1998), and Palmeri (1999). Journal of Experimental Psychology: Learning, Memory, and Cognition, 28, 392-406.
- Kray, J., & Frensch, P. A. (2002). A view from cognitive psychology: „g“ – (G)host in the correlation matrix? In R.J. Sternberg & E.E. Grigorenko (Eds.), The general factor of intelligence: Fact or fiction? Hillsdale, NJ: Erlbaum.
- Frensch, P. A. (2001). „Cognitive Psychology“. In N. J. Smelser & P. B. Baltes (Eds.), International encyclopedia of the social and behavioral sciences. Oxford, UK: Elsevier.
- Schubert, T. S., & Frensch, P. A. (2001). How unitary is the capacity-limited attention focus? Behavioral and Brain Sciences, 24, 146-147.
- Buchner, A., & Frensch, P. A. (2000). Wie nützlich sind Sequenzlernaufgaben? Zum theoretischen Status und der empirischen Befundlage eines Forschungsparadigmas. Psychologische Rundschau, 51, 10-18.
- Frensch, P. A. (2000). The Max-Planck-Institute for Human Development and Education. In A. E. Kazdin (Ed.), Encyclopedia of psychology. Washington, DC: American Psychological Association and Oxford University Press.

- Frensch, P. A. (2000). Rationality versus psychology: Approaches to the study of human decision making. Review of „Games and Human Behavior”, edited by David V. Budescu, Ido Erev, & Rami Zwick. Contemporary Psychology, 45, 217-219.
- Frensch, P. A., Kray, J., & Buchner, A. (2000). Zur Unterscheidung „impliziten” und „expliziten” menschlichen Lernens: Historische Kontinuität eines Irrweges? Zeitschrift für Psychologie (Sonderband Deutschsprachige Psychologie im 20. Jahrhundert: Rückblick und Ausblick), 208, 284-303.
- Lange, L., & Frensch, P. A. (2000). Does becoming editor of a major psychology journal increase citation rate? Evidence for a specific and tenure-limited gain. Scientometrics, 44, 459-486.
- Li, K. Z. H., Lindenberger, U., Ringer, D., & Frensch, P. A. (2000). The role of inhibition in the regulation of sequential action. Psychological Science, 11, 343-347.
- Li, S.-C., Lindenberger, U., & Frensch, P. A. (2000). Unifying cognitive aging: From neuromodulation to representation to cognition. Neurocomputing, 32-33, 879-890.
- Frensch, P. A. (1999). Buchbesprechung zu Band 6 (Wissen) der Serie II (Kognition) der Enzyklopädie der Psychologie. Zeitschrift für Experimentelle Psychologie.
- Frensch, P. A., & Buchner, A. (1999). Domain-specificity versus domain-generalty: A binary concept and its impact on psychological theory and research. In R. J. Sternberg (Ed.), The concept of cognition. Cambridge, MA: MIT Press.
- Frensch, P. A., Lindenberger, U., & Kray, J. (1999). Imposing structure on an unstructured environment: Ontogenetic changes in the ability to form rules of behavior under conditions of low environmental predictability. In A. Friederici & R. Menzel (Eds.), Learning: Rule extraction and representation. Berlin, Germany: Walter de Gruyter & Co.
- Frensch, P. A., Wenke, D., & Ringer, D. (1999). A secondary tone-counting task suppresses performance in the Serial Reaction Task. Journal of Experimental Psychology: Learning, Memory, and Cognition, 25, 260-274.
- DiLorenzo, T. M., Bargman, E. P., Stucky-Ropp, R., Brassington, G. S., Frensch, P. A., & LaFontaine, T. (1999). Long-term effects of aerobic exercise on psychological outcomes. Preventive Medicine, 28, 75-85.
- Haider, H., & Frensch, P. A. (1999). Information reduction during skill acquisition: The influence of task instruction. Journal of Experimental Psychology: Applied, 5, 129-151.
- Haider, H., & Frensch, P. A. (1999). Eye movement during skill acquisition: More evidence for the information-reduction hypothesis. Journal of Experimental Psychology: Learning, Memory, and Cognition, 25, 172-190.
- Frensch, P. A., Lin, J., & Buchner, A. (1998). Learning vs. behavioral expression of the learned: The effects of a secondary tone-counting task on implicit learning in the Serial Reaction Task. Psychological Research, 61, 83-98.
- Haider, H., & Frensch, P. A. (1998). Lernmechanismen beim kognitiven Fertigkeitserwerb. Zeitschrift für Experimentelle Psychologie.

- Okagaki, L., & Frensch, P. A. (1998). Parenting and children's school achievement: A multi-ethnic perspective. American Educational Research Journal, 25, 123-144.
- Frensch, P. A. (1997). One concept, multiple meanings: How to define the concept of "implicit learning." In M. Stadler & P. A. Frensch (Eds.), Handbook of implicit learning (pp. 47-104). Thousand Oaks, CA: Sage Publications.
- Frensch, P. A., & Buchner, A. (1997). Sequence learning: Phenomena and models. Psychological Research, 60, 1-3.
- Stadler, M., & Frensch, P. A. (Eds.) (1997). Handbook of implicit learning. Thousand Oaks, CA: Sage Publications.
- Frensch, P. A. (1996). Learning and expertise: Why people make mistakes. In J. A. McNamara & C. Trotman (Eds.), Orthodontic treatment: Management of unfavorable sequelae. Center for Human Growth and Development. Ann Arbor, MI: University of Michigan.
- Frensch, P. A. (1996). Zur Rolle der Informationsreduktion beim Erwerb kognitiver Fertigkeiten. In E. Witruk & G. Friedrich (Eds.), Pädagogische Psychologie im Streit im ein neues Selbstverständnis. Leipzig: University of Leipzig Press.
- Frensch, P. A., & Funke, J. (1996). Comment on C.-G. Wenestam's review of Frensch & Funke (1995). British Journal of Educational Psychology, 66, 427.
- Haider, H., & Frensch, P. A. (1996). The role of information reduction in skill acquisition. Cognitive Psychology, 30, 304-337.
- Okagaki, L. R., & Frensch, P. A. (1996). Effects of video game playing on measures of spatial performance: Gender effects in late adolescents. In P. Greenfield & R. Cocking (Eds.), Interacting with video. Norwood, NJ: Ablex Corporation.
- Okagaki, L. R., Frensch, P. A., & Dodson, N. E. (1996). Mexican American children's perceptions of self and school achievement. Hispanic Journal of Behavioral Sciences, 18, 469-484.
- Frensch, P. A., & Funke, J. (Eds.) (1995). Complex problem solving: The European perspective. Hillsdale, NJ: Erlbaum.
- Frensch, P. A., & Funke, J. (1995). Definitions, traditions, and a framework for understanding complex problem solving. In P. A. Frensch & J. Funke, (Eds.), Complex problem solving: The European perspective. Hillsdale, NJ: Erlbaum.
- Frensch, P. A., & Miner, C. S. (1995). Zur Rolle des Arbeitsgedächtnisses beim impliziten Sequenzlernen [The role of working memory in implicit sequence learning]. Zeitschrift für Experimentelle Psychologie, 17, 545-575.
- Funke, J., & Frensch, P. A. (1995). Complex problem solving research in North America and Europe: An integrative review. Inostrannaya psychologia (Foreign Psychology), 3, 42-48.

- Okagaki, L., Fensch, P. A., & Gordon, E. W. (1995). Encouraging school achievement in Mexican-American children. Hispanic Journal of Behavioral Sciences, 17, 160-179.
- Fensch, P. A. (1994). Composition during serial learning: A serial position effect. Journal of Experimental Psychology: Learning, Memory, and Cognition, 20 423-442.
- Fensch, P. A., Buchner, A., & Lin, J. (1994). Implicit learning of unique and ambiguous serial transitions in the presence and absence of a distractor task. Journal of Experimental Psychology: Learning, Memory, and Cognition, 20, 567-584.
- Fensch, P. A., & Miner, C. S. (1994). Effects of presentation rate and of individual differences in short-term memory capacity on an indirect measure of serial learning. Memory & Cognition, 22, 95-110.
- Hultgren, B. W., Isaacson, R. J., & Fensch, P. A. (1994). Does practice make perfect . . . or permanent? The Angle Orthodontist, 64, 231-236.
- Okagaki, L. R., & Fensch, P. A. (1994). Effects of video game playing on measures of spatial performance: Gender effects in late adolescents. Journal of Applied Developmental Psychology, 15, 33-58.
- Okagaki, L. R., & Fensch, P. A. (1994). Parental support for Mexican-American children's school achievement. In H. I. McCubin, E. A. Thompson, A. I. Thompson, & J. E. Fromer (Eds.), Resiliency in ethnic minority families: Native and immigrant American families. Madison, WI: University of Wisconsin System.
- Stadler, M. A., & Fensch, P. A. (1994). Whither learning, whither memory? Behavioral and Brain Sciences, 17, 423-424.
- Fensch, P. A., & Geary, D. C. (1993). The effects of practice on component processes in complex mental addition. Journal of Experimental Psychology: Learning, Memory, and Cognition, 19, 433-456.
- Geary, D. C., Fensch, P. A., & Wiley, J. G. (1993). Simple and complex mental subtraction: Strategy choice and speed-of-processing differences in young and elderly adults. Psychology and Aging, 8, 242-256.
- Sternberg, R. J., & Fensch, P. A. (1993). Mechanisms of transfer. In D. K. Detterman & R. J. Sternberg (Eds.), Transfer on trial: Intelligence, cognition and instruction. Norwood, NJ: Ablex.
- LaFontaine, T. P., DiLorenzo, T. M., Fensch, P. A., Stucky-Ropp, R. C., Bargman, E. P., & McDonald, D. G. (1992). Aerobic exercise and mood: A brief review, 1985-90. Sports Medicine, 13, 160-170.
- Logue, M. B., Sher, K. J., & Fensch, P. A. (1992). Purported characteristics of COAS: A possible "Barnum effect". Professional Psychology: Research and Practice, 23, 226-232.
- Sternberg, R. J., & Fensch, P. A. (1992). On being an expert: A cost-benefit analysis. In R. Hoffman (Ed.), The psychology of expertise: Cognitive research and empirical AI. New York: Springer Verlag.

- Frensch, P. A. (1991). Transfer of composed knowledge in a multi-step serial task. Journal of Experimental Psychology: Learning, Memory, and Cognition, 17, 997-1016.
- Frensch, P. A., & Sternberg, R. J. (1991). Skill-related differences in game playing. In R. J. Sternberg & P. A. Frensch (Eds.), Complex problem solving: Principles and mechanisms. Hillsdale, NJ: Erlbaum.
- Sternberg, R. J., & Frensch, P. A. (Eds.) (1991). Complex problem solving: Principles and mechanisms. Hillsdale, NJ: Erlbaum.
- Sternberg, R. J., & Frensch, P. A. (1990). Intelligence and cognition. In M. Eysenck (Ed.), International Review of Cognitive Psychology (Vol. 1). Chichester, England: Wiley.
- Frensch, P. A., & Sternberg, R. J. (1989). Expertise and intelligent thinking: When is it worse to know better? In R. J. Sternberg (Ed.), Advances in the psychology of human intelligence (Vol. 5). Hillsdale, NJ: Erlbaum.
- Sternberg, R. J., & Frensch, P. A. (1989). A balance-level theory of intelligent thinking. Zeitschrift für Pädagogische Psychologie, 3, 79-96.
- Striegel-Moore, R. H., Silberstein, L. R., Frensch, P. A., & Rodin, J. (1989). A prospective study of disordered eating among college students. International Journal of Eating Disorders, 8, 499-509.