

# James R. Schmidt

Université Bourgogne Franche-Comté [james.schmidt@u-bourgogne.fr](mailto:james.schmidt@u-bourgogne.fr)  
LEAD-CNRS UMR 5022, Pôle AAFE Work: +33 3 80 39 39 68  
11 Esplanade Erasme Cell: +33 7 86 22 99 58  
21000 Dijon, France Fax: +33 3 80 39 57 67

## Education

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- 2021** Qualification for Professeur des Universités  
Conseil National des Universités (CNU)
- 2019** Habilitation à diriger des recherches  
Université Bourgogne Franche-Comté (UBFC)
- 2018** Qualification for maître de conférences  
Conseil National des Universités (CNU)
- 2009** Ph.D. in Cognitive Psychology  
University of Waterloo  
Advisor: Derek Besner
- 2007** M.A. in Cognitive Psychology  
University of Waterloo  
Advisor: Derek Besner
- 2005** B.A. High Honours in Psychology (minor in Philosophy)  
University of Saskatchewan  
Advisor: Jim Cheesman

## Research Experience

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- 2021 –** Full Professor  
Université de Bourgogne
- 2018 – 2021** Associate Professor  
Université Bourgogne Franche-Comté (UBFC) / Université de Bourgogne
- 2009 – 2018** Postdoctoral Researcher  
Ghent University / Research Foundation–Flanders (FWO)  
Advisor: Jan De Houwer
- 2005** Research Assistant  
NSERC / University of Saskatchewan  
Advisor: Valerie A. Thompson
- 2005** Research Assistant  
University of Saskatchewan  
Advisor: Jim Cheesman
- 2004 – 2005** Research Programmer  
University of Saskatchewan  
Clients: Jim Cheesman, Lorin Elias, Peter Hall, Michael McGregor

## Postdoctoral Supervision

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2022 Šaban, Iva, 100%

## Doctoral Supervision

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2022 – 2025 Henry, Williams, 100%

2019 – 2022 Iorio, Claudia, 100%

2018 – 2021 Šaban, Iva, 100%

## Other Supervision

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2023 Brunet, Lilou (L3 stage court), co-supervised with W. Henry

2023 Devillier, Amaury (L2 stage court), co-supervised with W. Henry

2022 Amoit, Violette (L2 stage court), co-supervised with W. Henry and C. Iorio

2022 Grotta, Marine (L3 stage court), co-supervised with W. Henry and C. Iorio

2022 Lefaivre, Eloïse (L2 stage court), co-supervised with C. Iorio and I. Šaban

2022 Laviron, Monette (L2 stage court), co-supervised with C. Iorio and I. Šaban

2020 – 2021 Henry, Williams (Master 2 research), 100%

2019 Jondot, Anna (Master 2 stage long, CRI Paris-V), 100%

2009 – 2018 Various interns (Ghent University)

2005 – 2009 Various interns (University of Waterloo)

## Doctoral Committees

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2023 Conte, Nadia, Università degli Studi “G. d’Annunzio”, Italy (rapporteur)

2022 Burca, Mariana, Université de Rouen Normandie (rapporteur / jury member)

## Teaching Experience

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2021 – Tutorial Organizer

Université de Bourgogne

Courses: Memory L2, Cognitive Psychology L1 (since 2022)

2020 – Instructor

Université de Bourgogne

Courses: Memory, Emotion, Learning, Developmental, Cognitive

2020 – Instructor

Université de Franche-Comté

Course: Cognitive Psychology

2019 Workshop Instructor

Universität Trier

Course: Introduction to the PEP model

2009 – 2018 Teaching Assistant

Ghent University

Courses: Introductory, Learning, Health, Clinical, Family

2005 – 2009 Teaching Assistant / Instructor

University of Waterloo

Courses: Introductory, Statistics, Methods, Thesis, Psychology of Reading

2004 – 2005 Teaching Assistant / Tutor

University of Saskatchewan

Course: Introductory Psychology, Advanced Cognitive Science

## Grant Review

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- 2022** Deutsche Forschungsgemeinschaft (German Research Foundation)  
Research Grants Programme – Individual Proposal
- 2022** Initiatives de Recherche Grenoble Alpes (IRGA)  
Projets Exploratoires et Emergents

## Other Evaluations

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- 2023** Local professor grade promotion  
Commission d'Avancement Local des Enseignants-Chercheurs (CALECHE)
- 2023** Rapporteur, HDR of Carina Giesen  
Health and Medical University, Germany
- 2022** Full Professorship promotion  
Washington State University, USA
- 2022** Jury, Young Researchers Congress 2022, UBFC

## Editorial Contributions

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- 2017 –** Associate Editor, Experimental Psychology
- 2016 –** Associate Editor, Frontiers in Psychology
- 2013 – 2015** Guest Associate Editor, Frontiers in Psychology

## Ad Hoc Reviewer Contributions

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- Acta Psychologica
- Advances in Cognitive Psychology
- Aging, Neuropsychology, and Cognition
- Annals of the New York Academy of Sciences
- Attention, Perception, & Psychophysics
- Behavior Research Methods
- Brain and Behavior
- Brain Imaging and Behavior
- Cognition
- Cognition & Emotion
- Cognitive, Affective, & Behavioral Neuroscience
- Cognitive Processing
- European Journal of Cognitive Psychology
- Experimental Psychology
- Frontiers in Human Neuroscience
- Frontiers in Psychology
- Frontiers in Neuroscience
- Frontiers in Sports and Active Living
- Human Brain Mapping
- Human Movement Science
- Journal of Cognitive Psychology
- Journal of Experimental Psychology: Human Perception and Performance
- Journal of Experimental Psychology: Learning, Memory, and Cognition
- Learning and Motivation
- Memory
- Memory & Cognition
- Motivation and Emotion
- Neuropsychologia
- New Ideas in Psychology
- Perceptual and Motor Skills
- PLOS ONE
- Psicológica
- Psychiatry Research
- Psychological Research
- Psychological Review
- Psychology and Aging
- Psychology of Music
- Psychonomic Bulletin & Review
- Quarterly Journal of Experimental Psychology
- Royal Society Open Science
- Trends in Cognitive Sciences
- Visual Cognition

## Departmental Service

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- 2023** Master's selection jury, IFPE
- 2023** Master 1 and 2 course program reformulation committee, IFPE
- 2021 –** INSB international correspondent
- 2021** ISITE-BFC / UBFC delegation member
- 2019 –** International relations coordinator (Erasmus+, BCI)
- 2011 – 2018** Academic bibliography manager

## Grants, Scholarships, and Awards

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### Grants

- 2018** Investissements d’Avenir, Project ISITE-BFC, ANR15-IDEX-0003  
Title: Cognitive psychology, learning, and modelling  
Amount: €472,500/3 years
- 2013** FWO Postdoctoral Researcher Mandate – Renewal (PI)  
Title: Reassessing conflict: Basic learning processes or conflict adaptation?  
Amount: €175,000/3 years (incl. €15,000 operating funds)
- 2010** FWO Postdoctoral Researcher Mandate (PI)  
Title: Colour-word contingency learning: Automatic or controlled?  
Amount: €165,000/3 years (incl. €15,000 operating funds)
- 2009** FWO Visiting Postdoctoral Fellowship (PI)  
Title: Automatic processes in psychopathology and health-related behaviour  
Amount: €29,000/1 year (incl. €2000 operating funds)

### Scholarships

- 2016** Methusalem Postdoctoral Fellowship (Resigned Early for UBFC)  
Title: Learning and implicit processes  
Amount: €180,000/3 years
- 2006** NSERC Canada Graduate Scholarship–Doctoral  
Amount: \$105,000/3 years
- 2006** Ontario Graduate Scholarship–Doctoral (Offer Declined for NSERC)  
Amount: \$60,000/4 years
- 2005** President’s Graduate Scholarship  
Amount: \$40,000/4 years
- 2005** NSERC Canada Graduate Scholarship–Master’s  
Amount: \$17,500/1 year
- 2004** University of Saskatchewan Undergraduate Scholarship  
Amount: \$1,500/1 year

### Awards

- 2005** NSERC Undergraduate Student Research Award  
Amount: \$5,600
- 2004** Hantelman Humanities Scholarship  
Amount: \$500

## Publications

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- in press** Iorio, C., Bigand, E., & Schmidt, J. R. (in press). Incidentally acquiring pitch-label associations with a musical contingency learning task. *Collabra: Psychology*.
- Šaban, I., & Schmidt, J. R. (in press). Audio-visual Stroop matching task with first and second language colour words and colour associates. *Applied Psycholinguistics*.
- Weissman, D. H., & Schmidt, J. R. (in press). Proactive response preparation contributes to contingency learning: Novel evidence from force-sensitive keyboards. *Psychological Research*.
- Schmidt, J. R. (in press). Is conflict adaptation adaptive? An introduction to conflict monitoring theory and the ecological problems it faces. *Quarterly Journal of Experimental Psychology*.
- 2023** Schmidt, J. R., Iorio, C., & Poulin-Charronnat, B. (2023). Automating sight reading: Contingency proportion and task relevance in the music contingency learning procedure. *Collabra: Psychology*, 9, Article 89743.
- Iorio, C., Šaban, I., Poulin-Charronnat, B., & Schmidt, J. R. (2023). Incidental learning in music reading: The music contingency learning task. *Quarterly Journal of Experimental Psychology*, 76, 429–449.
- 2022** Šaban, I., & Schmidt, J. R. (2022). Interlinguistic conflict: Word-word Stroop with first and second language colour words. *Cognitive Processing*, 23, 619–636.
- 2021** Schmidt, J. R. (2021). Incidental learning of simple stimulus-response associations: A review of colour-word contingency learning research. *Année Psychologique*, 121, 77–127.
- Schmidt, J. R. (2021). CSVDataMerge: A simple and free program for concatenating experimental data files. *Journal of Open Research Software*, 9, Article 34.
- Schmidt, J. R. (2021). Qu'est-ce que l'apprentissage implicite ? The Conversation France. <https://theconversation.com/quest-ce-que-lapprentissage-implicite-166214>
- Šaban, I., & Schmidt, J. R. (2021). Stimulus and response conflict from a second language: Stroop interference in weakly-bilingual and recently-trained languages. *Acta Psychologica*, 2018, Article 103360.
- Schmidt, J. R. (2021). Apprentissage incident des associations simples de stimulus-réponse : Revue de la recherche avec la tâche d'apprentissage de contingences couleur-mot. *Année Psychologique*, 121, 77–127.
- Schmidt, J. R. (2021). When data transformations are appropriate or even necessary: A response to Cohen-Shikora, Suh, and Bugg (2019). *Timing & Time Perception*, 9, 161–197.
- 2020** Schmidt, J. R., Liefoghe, B., & De Houwer, J. (2020). Erasing the homunculus as an ongoing mission: A reply to the commentaries. *Journal of Cognition*, 3, Article 28.
- Schmidt, J. R., Liefoghe, B., & De Houwer, J. (2020). An episodic model of task switching effects: Erasing the homunculus from memory. *Journal of Cognition*, 3, Article 22.

- Schmidt, J. R., Giesen, C. G., & Rothermund, K. (2020). Contingency learning as binding? Testing an exemplar view of the colour-word contingency learning effect. *Quarterly Journal of Experimental Psychology*, *73*, 739–761.
- Schmidt, J. R., De Houwer, J., & Moors, A. (2020). Learning habits: Does overtraining lead to resistance to new learning? *Collabra: Psychology*, *6*, Article 21.
- Liefooghe, B., Hughes, S., Schmidt, J. R., & De Houwer, J. (2020). Stroop-like effects for derived stimulus-stimulus relations. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, *46*, 327–349.
- Giesen, C. G., Schmidt, J. R., & Rothermund, K. (2020). The law of recency: An episodic stimulus-response retrieval account of habit acquisition. *Frontiers in Psychology*, *10*, Article 2927.
- 2019** Braem, S., Bugg, J. M., Schmidt, J. R., Crump, M. J. C., Weissman, D. H., Notebaert, W., & Egner, T. (2019). Measuring adaptive control in conflict tasks. *Trends in Cognitive Sciences*, *23*, 769–783.
- Schmidt, J. R., & De Houwer, J. (2019). Correction to Schmidt and De Houwer (2012). *Experimental Psychology*, *66*, 255–256.
- Schmidt, J. R. (2019). Evidence against conflict monitoring and adaptation: An updated review. *Psychonomic Bulletin & Review*, *26*, 753–771.
- Schmidt, J. R., & Lemerrier, C. (2019). Context-specific proportion congruent effects: Compound-cue contingency learning in disguise. *Quarterly Journal of Experimental Psychology*, *72*, 1119–1130.
- Schmidt, J. R., & De Houwer, J. (2019). Cue competition and incidental learning: No blocking or overshadowing in the colour-word contingency learning procedure without instructions to learn. *Collabra: Psychology*, *5*, Article 15.
- 2018** Schmidt, J. R., Augustinova, M., & De Houwer, J. (2018). Category learning in the colour-word contingency learning paradigm. *Psychonomic Bulletin & Review*, *25*, 658–666.
- Schmidt, J. R. (2018). Best not to bet on the horserace: A comment on Forrin and MacLeod (2017) and a relevant stimulus-response compatibility view of colour-word contingency learning asymmetries. *Memory & Cognition*, *46*, 326–335.
- Schmidt, J. R., Hartsuiker, R. J., & De Houwer, J. (2018). Interference in Dutch-French bilinguals: Stimulus and response conflict in intra- and interlingual Stroop. *Experimental Psychology*, *65*, 13–22.
- 2017** Schmidt, J. R. (2017). Time-out for conflict monitoring theory: Preventing rhythmic biases eliminates the list-level proportion congruent effect. *Canadian Journal of Experimental Psychology*, *71*, 52–62.
- Lemerrier, C., Simoës-Perlant, A., Schmidt, J. R., & Boujon, C. (2017). Stroop interference and development: Influence of expectation on color-naming response times. *European Review of Applied Psychology*, *67*, 43–50.
- 2016** Schmidt, J. R. (2016). Context-specific proportion congruency effects: An episodic learning account and computational model. *Frontiers in Psychology*, *7*, Article 1806.

- Schmidt, J. R., De Houwer, J., & Rothermund, K. (2016). The Parallel Episodic Processing (PEP) model 2.0: A single computational model of stimulus-response binding, contingency learning, power curves, and mixing costs. *Cognitive Psychology*, *91*, 82–108.
- Schmidt, J. R., & De Houwer, J. (2016). Time course of colour-word contingency learning: Practice curves, pre-exposure benefits, unlearning, and relearning. *Learning and Motivation*, *56*, 15–30.
- Schmidt, J. R. (2016). Proportion congruency and practice: A contingency learning account of asymmetric list shifting effects. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, *42*, 1496–1505.
- Schmidt, J. R., & Weissman, D. H. (2016). Congruency sequence effects and previous response times: Conflict adaptation or temporal learning? *Psychological Research*, *80*, 590–607.
- Schmidt, J. R., & De Houwer, J. (2016). Contingency learning tracks with stimulus-response proportion: No evidence of misprediction costs. *Experimental Psychology*, *63*, 79–88.
- Schmidt, J. R. (2016). Temporal learning and rhythmic responding: No reduction in the proportion easy effect with variable response-stimulus intervals. *Frontiers in Psychology*, *7*, Article 634.
- Schmidt, J. R., & Liefoghe, B. (2016). Feature integration and task switching: Diminished switch costs after controlling for stimulus, response, and cue repetitions. *PLOS ONE*, *11*, e0151188.
- 2015** Schmidt, J. R., & Weissman, D. H. (2015). Contingent attentional capture triggers the congruency sequence effect. *Acta Psychologica*, *159*, 61–68.
- Schmidt, J. R., Notebaert, W., & Van Den Bussche, E. (2015). Is conflict adaptation an illusion? *Frontiers in Psychology*, *6*, Article 172.
- 2014** Schmidt, J. R. (2014). Contingency and congruency switch in the congruency sequence effect: A reply to Blais, Stefanidi, and Brewer (2014). *Frontiers in Psychology*, *5*, Article 1405.
- Schmidt, J. R., De Schryver, M., & Weissman, D. H. (2014). Removing the influence of feature repetitions on the congruency sequence effect: Why regressing out confounds from a nested design will often fall short. *Journal of Experimental Psychology: Human Perception and Performance*, *40*, 2392–2402.
- Schmidt, J. R., Lemercier, C., & De Houwer, J. (2014). Context-specific temporal learning with non-conflict stimuli: Proof-of-principle for a learning account of context-specific proportion congruent effects. *Frontiers in Psychology*, *5*, Article 1241.
- Schmidt, J. R., & Weissman, D. H. (2014). Congruency sequence effects without feature integration or contingency learning confounds. *PLOS ONE*, *9*, e0102337.
- Schmidt, J. R. (2014). Contingencies and attentional capture: The importance of matching stimulus informativeness in the item-specific proportion congruent task. *Frontiers in Psychology*, *5*, Article 540.
- Schmidt, J. R. (2014). List-level transfer effects in temporal learning: Further complications for the list-level proportion congruent effect. *Journal of Cognitive Psychology*, *26*, 373–385.

- 2013** Schmidt, J. R. (2013). Temporal learning and list-level proportion congruency: Conflict adaptation or learning when to respond? *PLOS ONE*, *8*, e0082320.
- Schmidt, J. R. (2013). Questioning conflict adaptation: Proportion congruent and Gratton effects reconsidered. *Psychonomic Bulletin & Review*, *20*, 615–630.
- Schmidt, J. R., Cheesman, J., & Besner, D. (2013). You can't Stroop a lexical decision: Is semantic processing fundamentally facilitative? *Canadian Journal of Experimental Psychology*, *67*, 130–139.
- Schmidt, J. R. (2013). The Parallel Episodic Processing (PEP) model: Dissociating contingency and conflict adaptation in the item-specific proportion congruent paradigm. *Acta Psychologica*, *142*, 119–126.
- 2012** Schmidt, J. R., & De Houwer, J. (2012). Learning, awareness, and instruction: Subjective contingency awareness does matter in the colour-word contingency learning paradigm. *Consciousness and Cognition*, *21*, 1754–1768.
- Schmidt, J. R., & De Houwer, J. (2012). Contingency learning with evaluative stimuli: Testing the generality of contingency learning in a performance paradigm. *Experimental Psychology*, *59*, 175–182.
- Schmidt, J. R., & De Houwer, J. (2012). Adding the goal to learn strengthens learning in an unintentional learning task. *Psychonomic Bulletin & Review*, *19*, 723–728.
- Schmidt, J. R., & De Houwer, J. (2012). Does temporal contiguity moderate contingency learning in a speeded performance task? *Quarterly Journal of Experimental Psychology*, *65*, 408–425.
- Schmidt, J. R. (2012). Human contingency learning. In N. M. Seal (Ed.), *Encyclopedia of the sciences of learning* (pp. 1455–1456). New York: Springer.
- 2011** Schmidt, J. R., & De Houwer, J. (2011). Now you see it, now you don't: Controlling for contingencies and stimulus repetitions eliminates the Gratton effect. *Acta Psychologica*, *138*, 176–186.
- 2010** Schmidt, J. R., De Houwer, J., & Besner, D. (2010). Contingency learning and unlearning in the blink of an eye: A resource dependent process. *Consciousness and Cognition*, *19*, 235–250.
- 2008** Schmidt, J. R., & Besner, D. (2008). The Stroop effect: Why proportion congruent has nothing to do with congruency and everything to do with contingency. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, *34*, 514–523.
- Schmidt, J. R., & Thompson, V. A. (2008). "At least one" problem with "some" formal reasoning paradigms. *Memory & Cognition*, *36*, 217–229.
- 2007** Schmidt, J. R., Crump, M. J. C., Cheesman, J., & Besner, D. (2007). Contingency learning without awareness: Evidence for implicit control. *Consciousness and Cognition*, *16*, 421–435.
- 2006** Risko, E. F., Schmidt, J. R., & Besner, D. (2006). Filling a gap in the semantic gradient: Color associates and response set effects in the Stroop task. *Psychonomic Bulletin & Review*, *13*, 310–315.
- 2005** Schmidt, J. R., & Cheesman, J. (2005). Dissociating stimulus-stimulus and response-response effects in the Stroop task. *Canadian Journal of Experimental Psychology*, *59*, 132–138.



## Invited Talks and Major Conference Presentations

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### Symposium organisation

- 2019** Schmidt, J. R. (2019). Research day: Cognitive psychology. Symposium at the *Université de Bourgogne* in Dijon, France.
- 2017** Schmidt, J. R., Giesen, C., & Rothermund, K. (2017). Contingency learning, binding, and their interrelations. Symposium at the *European Society for Cognitive Psychology* in Potsdam, Germany.

### Invited talks

- 2022** Schmidt, J. R. (2022). Apprentissage incident de la musique. Invited talk presented at the *Collectif Cognitif* online.
- 2020** Schmidt, J. R. (2020). Incidental music learning. Invited talk presented at the *Colloque ISITE-BFC* in Dijon, France.
- Iorio, C., Šaban, I., Poulin-Charronnat, B., & Schmidt, J. R. (2020). Apprentissage incident de la musique. Invited poster presented at the *Colloque ISITE-BFC* in Dijon, France.
- Schmidt, J. R. (2020). L'apprentissage des contingences et de la musique. Invited talk presented at *Centre National de la Recherche Scientifique (CNRS)* in Paris, France.
- 2019** Schmidt, J. R. (2019). The Parallel Episodic Processing (PEP) model. Invited talk presented at *Université Franche-Comté* in Besançon, France.
- Schmidt, J. R. (2019). Applications of an exemplar-based neural network. Invited talk presented at *Universität Trier* in Trier, Germany.
- Schmidt, J. R. (2019). Integrative exemplar-based neural network. Invited talk presented at *Centre National de la Recherche Scientifique (CNRS)* in Paris, France.
- 2018** Schmidt, J. R. (2018). Learning, binding, and an exemplar-based neural network. Invited talk presented at *Universität zu Köln* in Cologne, Germany.
- Schmidt, J. R. (2018). A single-mechanism account of contingency learning and binding effects. Invited talk presented at *Friedrich-Schiller-Universität Jena* in Jena, Germany.
- Schmidt, J. R. (2018). Modelling cognition: Practice, learning, binding, instruction following, and goals. Invited talk presented at the *Methusalem Research Day* in Ghent, Belgium.
- Schmidt, J. R., Liefoghe, B., & De Houwer, J. (2018). An episodic memory account of cued task switching. Invited symposium talk presented at the *Conference of Experimental Psychologists (TeaP)* in Marburg, Germany (with panel discussion).
- 2017** Schmidt, J. R. (2017). Bridging learning and binding with a neural network of episodic memory. Invited talk presented at *Universität Trier* in Trier, Germany.
- Schmidt, J. R. (2017). Attentional control and learning. Invited talk presented at *Centre National de la Recherche Scientifique (CNRS)* in Paris, France.

- Schmidt, J. R. (2017). The Parallel Episodic Processing (PEP) model 2.0: Practice, learning, binding, and more. Invited talk presented at the joint meeting of the *Learning and Implicit Processes* and *Centre for the Psychology of Learning and Experimental Psychopathology (KU Leuven)* labs in Leuven, Belgium.
- 2016** Schmidt, J. R. (2016). The Parallel Episodic Processing (PEP) model. Invited talk presented at *Bristol University* in Bristol, UK.
- Schmidt, J. R. (2016). Attentional control and learning. Invited talk presented at the *University of Groningen* in Groningen, Netherlands.
- Schmidt, J. R. (2016). Attentional control and learning. Invited talk presented at the *University of Lincoln* in Lincoln, UK.
- Schmidt, J. R. (2016). The Parallel Episodic Processing (PEP) model. Invited talk presented at the joint meeting of the *Learning and Implicit Processes* and *Friedrich-Schiller-Universität Jena* labs in Meinhart-Jestädt, Germany.
- Schmidt, J. R. (2016). Attentional control and learning. Invited talk presented at *Centre National de la Recherche Scientifique (CNRS)* in Paris, France.
- 2015** Schmidt, J. R. (2015). Reconsidering the evidence for conflict adaptation: Higher-order attentional control or lower-level learning biases? Invited talk presented at *Centre National de la Recherche Scientifique (CNRS)* in Paris, France.
- 2014** Schmidt, J. R. (2014). Contingency learning, temporal learning, and attentional control. Invited talk presented at the *Université de Bourgogne* in Dijon, France.
- 2011** Schmidt, J. R. (2011). The conflict adaptation illusion: Reassessing the proportion congruent and Gratton effects. Invited symposium paper presented at *Myths and Facts about Cognitive Control* in Ghent, Belgium.
- 2010** Schmidt, J. R., & De Houwer, J. (2010). Contingency learning overtime: SOA analyses. Invited symposium paper presented at the *Belgian Association for Psychological Science* in Brussels, Belgium.
- Schmidt, J. R. (2010). Colour-word contingency learning: A brief overview. Invited talk presented at the *University of Groningen* in Groningen, Netherlands.
- 2008** Schmidt, J. R., De Houwer, J., & Besner, D. (2008). Contingency learning in seven plus or minus two items: An implicit, working memory dependent process. Invited talk presented at *McMaster University* in Hamilton, Canada.
- 2005** Schmidt, J. R., & Cheesman, J. (2005). Locating the Stroop effect: Facilitation and inhibition in semantic and response processes. Invited talk presented at the *University of Waterloo* in Waterloo, Canada.
- Schmidt, J. R., & Cheesman, J. (2005). Locating the Stroop effect: Facilitation and inhibition in semantic and response processes. Invited talk presented at the *University of Western Ontario* in London, Canada.
- Schmidt, J. R., & Cheesman, J. (2005). Locating the Stroop effect: Facilitation and inhibition in semantic and response processes. Invited talk presented at *McMaster University* in Hamilton, Canada.

Schmidt, J. R., & Cheesman, J. (2005). Locating the Stroop effect: Facilitation and inhibition in semantic and response processes. Invited talk presented at the *University of Victoria* in Victoria, Canada.

#### Other conference talks

- 2019** Schmidt, J. R., & De Houwer, J. (2019). Cue competition and incidental learning: No blocking or overshadowing in the colour-word contingency learning procedure without instructions to learn. Poster presented at the *European Society for Cognitive Psychology* in Tenerife, Spain.
- 2017** Schmidt, J. R., De Houwer, J., & Rothermund, K. (2017). Are contingency learning and binding one and the same? Paper presented at the *European Society for Cognitive Psychology* in Potsdam, Germany (symposium organizer).
- 2016** Schmidt, J. R., & De Houwer, J. (2016). Misprediction costs nothing: Contingency learning and proportional retrieval. Paper presented at the *Belgian Association for Psychological Science* in Antwerp, Belgium.
- 2015** Schmidt, J. R., & Weissman, D. H. (2015). Contingent attentional capture triggers the congruency sequence effect. Paper presented at the *Belgian Association for Psychological Science* in Brussels, Belgium.
- 2014** Schmidt, J. R., De Schryver, M., & Weissman, D. H. (2014). Feature repetitions, sequential congruency, and regression: A response to Notebaert and Verguts (2007). Paper presented at the *Belgian Association for Psychological Science* in Leuven, Belgium.
- 2013** Schmidt, J. R. (2013). Item-specific proportion congruency: Dissociating contingency and conflict adaptation. Paper presented at the *European Society for Cognitive Psychology* in Budapest, Hungary (session chair).
- Schmidt, J. R., & De Houwer, J. (2013). Colour-word contingency learning: Instructions and awareness. Paper presented at the *Belgian Association for Psychological Science* in Louvain-la-Neuve, Belgium.
- 2012** Schmidt, J. R. (2012). The temporal retrieval hypothesis: Learning when (rather than what) to respond explains list-level proportion congruent effects. Paper presented at the joint meeting of the *Belgian Association for Psychological Science* and the *Sociedad Española de Psicología Experimental* in Liège, Belgium.
- 2011** Schmidt, J. R., & De Houwer, J. (2011). Now you see it, now you don't: Controlling for contingencies and stimulus repetitions eliminates the Gratton effect. Paper presented at the *European Society for Cognitive Psychology* in San Sebastian, Spain.
- Schmidt, J. R. (2011). Conflict and contingency: The Parallel Episodic Processing (PEP) model. Paper presented at the *Psychology Conference of the Athens Institute for Education and Research* in Athens, Greece.
- Schmidt, J. R., & De Houwer, J. (2011). Implicit contingency learning with evaluative stimuli. Paper presented at the *Belgian Association for Psychological Science* in Ghent, Belgium.
- 2009** Schmidt, J. R., De Houwer, J., & Besner, D. (2009). Contingency learning in the blink of an eye: A resource dependent process. Paper presented at the joint meeting of the *Experimental Psychology Society* and the *Canadian Society for Brain, Behaviour, and Cognitive Science* in York, England.

- 2008** Schmidt, J. R., Cheesman, J., & Besner, D. (2008). You can't Stroop a lexical decision: Combating the communication breakdown in cognitive psychology with a general model of semantics. Paper presented at the *Canadian Society for Brain, Behaviour, and Cognitive Science* in London, Canada.
- 2007** Schmidt, J. R., & Besner, D. (2007). The Stroop effect: Why the "proportion congruent" effect has nothing to do with congruency and everything to do with contingency. Poster presented at the *Canadian Society for Brain, Behaviour, and Cognitive Science* in Victoria, Canada.
- 2006** Schmidt, J. R., Crump, M. J. C., Cheesman, J., & Besner, D. (2006). Contingency learning without awareness: Evidence for implicit control. Poster presented at the *Canadian Society for Brain, Behaviour, and Cognitive Science* in Saskatoon, Canada.
- 2005** Schmidt, J. R., & Cheesman, J. (2005). Semantic facilitation, semantic inhibition, and response competition in the Stroop task. Poster presented at the *Banff Annual Seminar in Cognitive Science* in Banff, Canada.
- Schmidt, J. R., & Cheesman, J. (2005). Semantic facilitation, semantic inhibition, and response competition in the Stroop task. Paper presented at the *Canadian Society for Brain, Behaviour, and Cognitive Science* in Montreal, Canada.

## Languages

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<b>English</b>	Native speaker
<b>French</b>	CEFR: C1 (advanced)
<b>Dutch</b>	CEFR: B2 (upper intermediate)

## Professional Skills

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<b>Coding</b>	Java, JavaScript, HTML, CSS, R, JQuery, PHP, Visual Basic, Perl, Python, C++, Apache, Kotlin
<b>Programs</b>	Office, SPSS, E-Prime, Notepad++, NetBeans, Eclipse, GIMP, Audacity, RStudio, Bitbucket (GIT), PsychoPy, Psytoolkit, Inquisit, JASP, MorePower, GPower, Statistica, Blender, MuseScore, Ableton Live, Android Studio
<b>Modelling</b>	Neural networks, machine learning, statistical modelling, evolutionary algorithms

## Web

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<b>Department</b>	<a href="http://leadserv.u-bourgogne.fr/~jschmidt/">http://leadserv.u-bourgogne.fr/~jschmidt/</a>
<b>Google Scholar</b>	<a href="https://scholar.google.ca/citations?user=LRKuBQYAAAAJ">https://scholar.google.ca/citations?user=LRKuBQYAAAAJ</a>
<b>ResearchGate</b>	<a href="https://www.researchgate.net/profile/James_Schmidt3">https://www.researchgate.net/profile/James_Schmidt3</a>
<b>ORCID</b>	<a href="http://orcid.org/0000-0002-0412-396X">http://orcid.org/0000-0002-0412-396X</a>