

James R. Schmidt

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Education

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

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

2022 Šaban, Iva, 100%

Doctoral Supervision

2022 – 2025 Henry, Williams, 100%

2019 – 2022 Iorio, Claudia, 100%

2018 – 2021 Šaban, Iva, 100%

Other Supervision

2023 Brunet, Lilou (L3 stage court), co-supervised with W. Henry
2023 Devillier, Amaury (L2 stage court), co-supervised with W. Henry
2022 Amoït, 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

2023 Conte, Nadia, Università degli Studi “G. d’Annunzio”, Italy (rapporteur)
2022 Burca, Mariana, Université de Rouen Normandie (rapporteur / jury member)

Teaching Experience

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

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

Other Evaluations

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

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

Ad Hoc Reviewer Contributions

• 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 • 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

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

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

- in press** 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). Automatizing 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., & Liefvooghe, 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., Lemerrier, 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

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

English	Native speaker
French	CEFR: C1 (advanced)
Dutch	CEFR: B2 (upper intermediate)

Professional Skills

Coding	Java, JavaScript, HTML, CSS, R, JQuery, PHP, Visual Basic, Perl, Python, C++, Apache, Kotlin
Programs	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
Modelling	Neural networks, machine learning, statistical modelling, evolutionary algorithms

Web

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