

Fluency and Memory Beliefs’ Influence on Self-Regulated Learning Behaviors of Visually-Impaired and Unimpaired Participants

Winston, P., Tjarks, M., Mullins, K., Tucker, A., Klemm, C., Hilton, H., Davis, K., Meador, K., & Dr. Jodi Price, Dept. of Psychology

Overview

Participants give higher judgments of learning (JOLs) to words presented in large (48pt) font compared to those in small (18pt) font despite memory performance not differing. One argument is large fonts seem more fluent than small fonts. Another suggests participants have memory beliefs that large fonts will be more memorable, which drives higher JOLs. The present study seeks to tease apart these arguments using vision impairment. We were also interested if self-regulated learning habits of these individuals differ. Both vision-impaired and unimpaired participants studied word pairs presented in both fonts before a recall test. After studying the word pairs, participants were asked to select up to half of the word pairs they would restudy if they had the opportunity.

Hypotheses

Vision Impaired

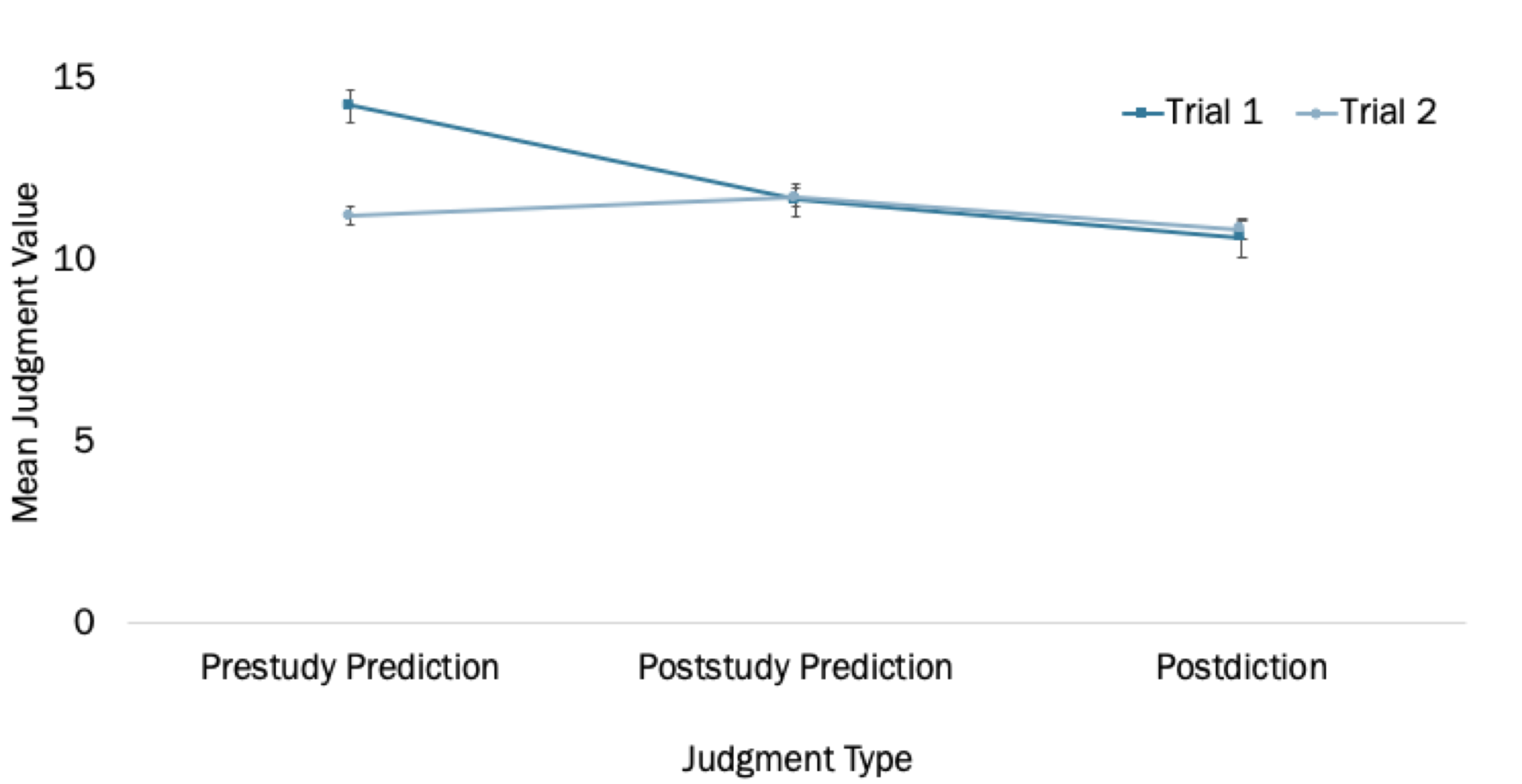
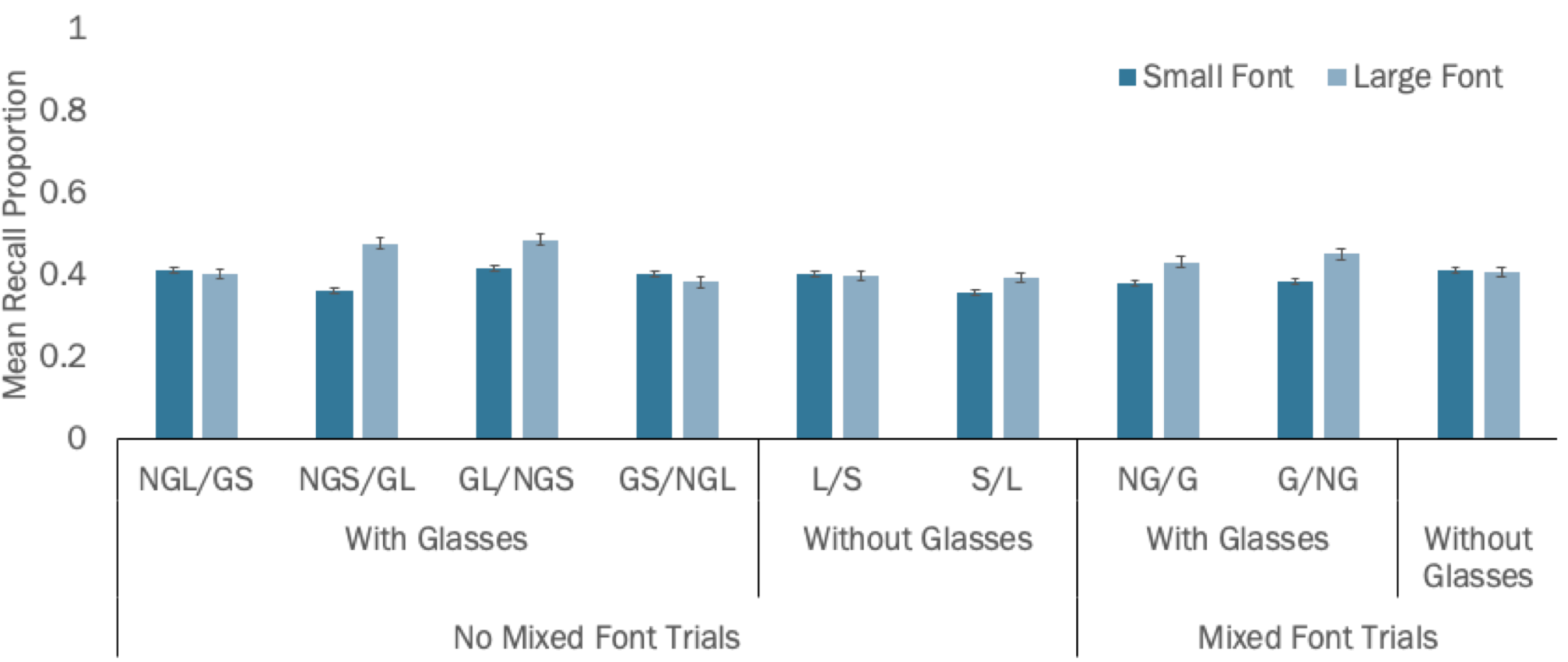
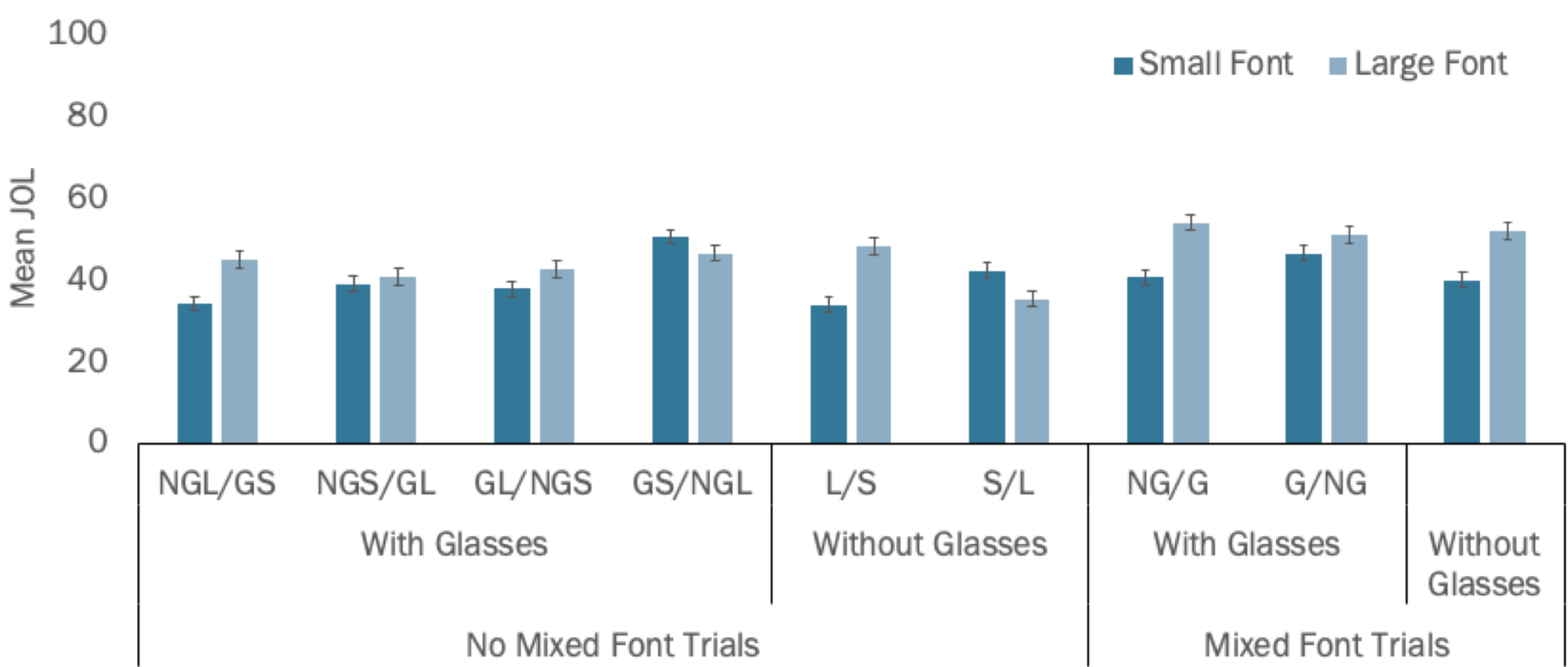
- **JOLs:** Large w/ Glasses > Large w/o Glasses > Small w/ Glasses > Small w/o Glasses
- **Recall:** Small w/o Glasses > Small w/ Glasses > Large w/o Glasses > Large w/ Glasses

UnImpaired

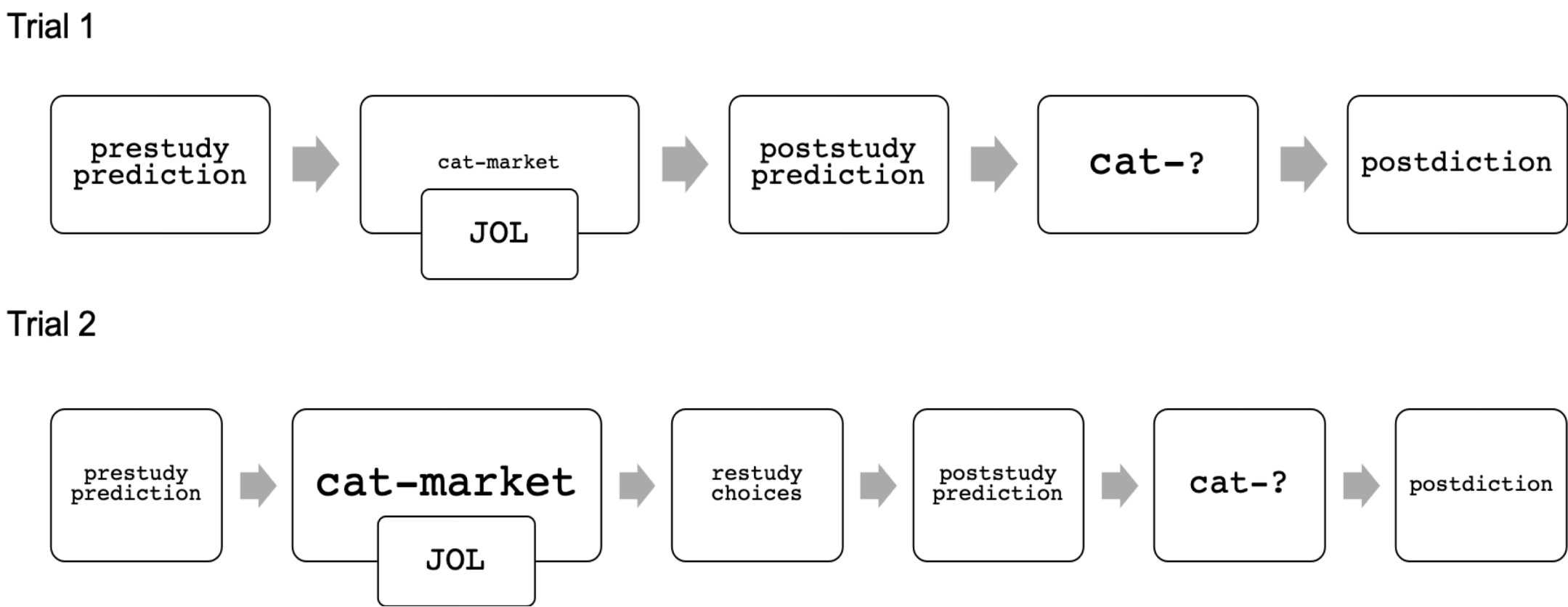
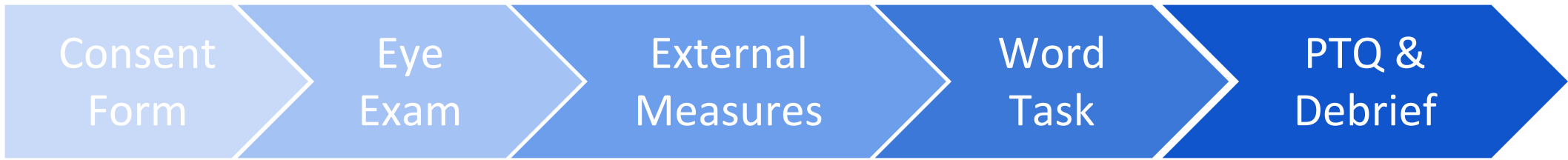
- **JOLs:** Large > Small
- **Recall:** Small ≥ Large

SRL study choices will be different between impaired and unimpaired groups.

Results



Method



Key Findings

Unimpaired

- **JOLs:** Large > Small
- **Recall:** Large > Small
- **Restudy:** No differences

Impaired

- **JOLs:** Large > Small
- **Recall:** No differences
- **Restudy:** No differences

Font Size Effect

- Found in impaired/not mixed, unimpaired
- Not found in impaired/mixed

Fluency v. Beliefs

- Font size over and above glasses manipulation