Examining Carryover Effects of Differently Timed Judgments of Learning

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Overview

Semantically related items and those presented in larger fonts are perceived as more memorable than unrelated items and those presented in smaller fonts. Thus, learners give higher judgments of learning to large font than to small font items; yet recall does not differ as a function of font size, a finding called the font size effect (Rhodes & Castel, 2008). Prestudy JOLs are judgments of learning collected before the stimulus is seen. These may be contrasted with immediate JOLs (I-JOLs), which are collected after studying the word pair. Using both types of judgments, Mueller, Dunlosky, Tauber, and Rhodes (2014) demonstrated that the font size effect is driven by memory beliefs, and not fluency. Our goal was to examine if these differently timed judgments of learning are assessing similar aspects of memory as well as any resulting carryover effects.

Key Findings

- Relatedness of the word pairs influenced both prestudy and immediate JOLs.
- Font size effects were observed for both prestudy and immediate JOLs, but the effects were less evident in immediate JOLs. This was especially true when immediate JOLs were provided before prestudy JOLs, suggesting a carryover effect in which participants benefit from being able to view the word pairs before providing their JOLs.
- Those who first provided prestudy JOLs showed carryover effects as well, suggesting that once memory beliefs are activated anchoring effects emerge.
- The order in which participants provide their JOLs can alter how future judgments of learning are approached in later blocks.

Results

**Prestudy JOL Results**

**Immediate JOL Results**

**Conditions**

- **Condition A**: Prestudy – Immediate - Combination
- **Condition B**: Prestudy – Combination – Immediate
- **Condition C**: Immediate – Combination – Prestudy
- **Condition D**: Immediate – Prestudy – Combination
- **Condition E**: Combination – Prestudy – Immediate
- **Condition F**: Combination – Immediate – Prestudy

**Impact**

The way we perceive different stimuli can greatly impact our learning in any field. Determining the effects of different judgments of learning has implications for the understanding of memory beliefs and the way they relate to how we learn.

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