

## Background and Rationale

**Judgments of learning (JOLs)** refer to individuals' predictions of future memory performance based on their evaluation of prior learning

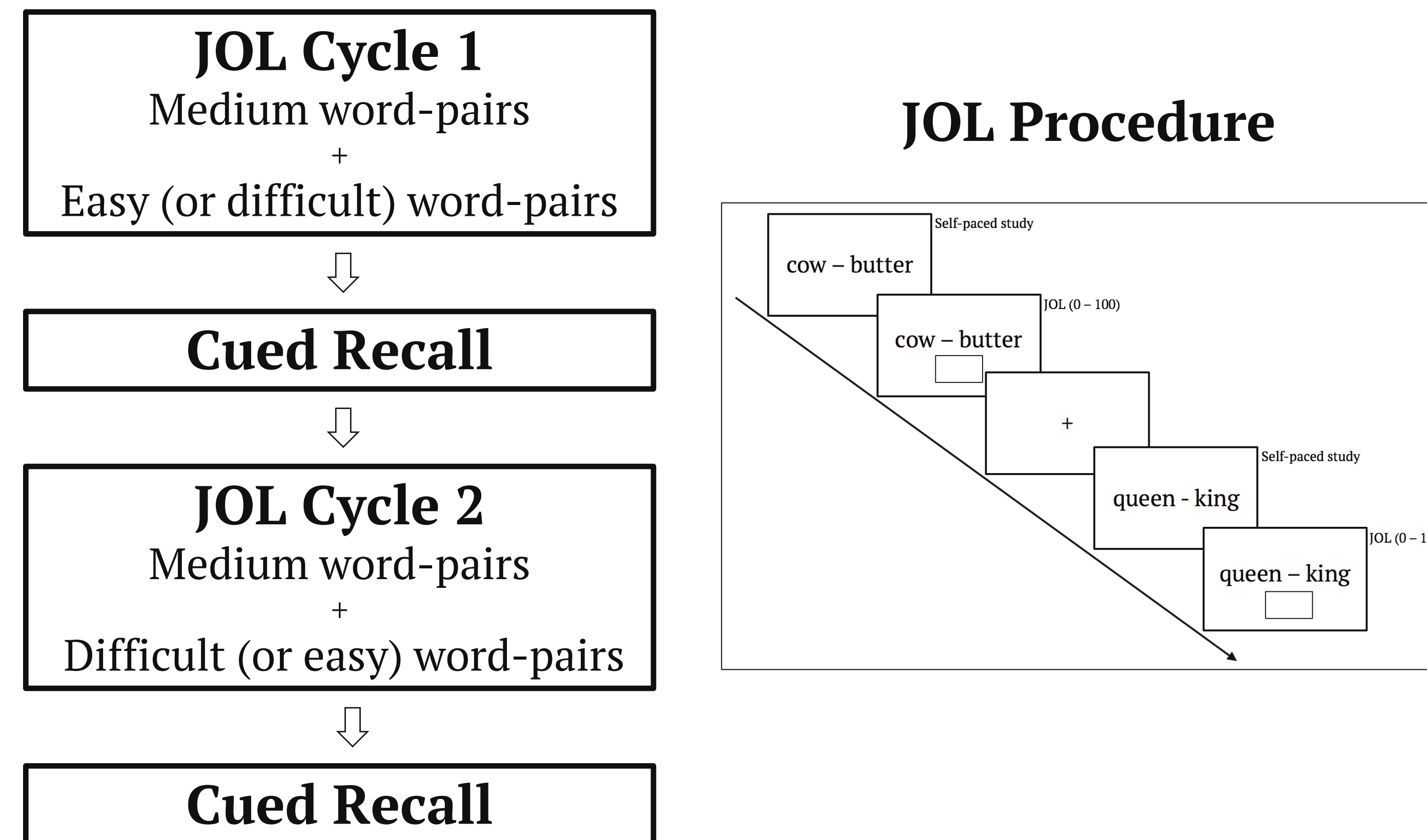
The **cue utilization framework** states that individuals use a variety of cues and heuristics to make JOLs

- **Intrinsic cues:** include characteristics of stimuli that disclose its ease/difficulty of learning (e.g. item relatedness)
- **Extrinsic cues:** include the conditions of learning (e.g. the context a stimulus is presented in)
- ❖ Although there is evidence that individuals use cues intrinsic to a given stimulus to predict its future memorability, it remains unclear the extent to which individuals use extrinsic cues to predict future memory performance

**Rationale:** Manipulating list context (i.e. an extrinsic cue) may differentially impact how individuals allocate study time and evaluate their learning

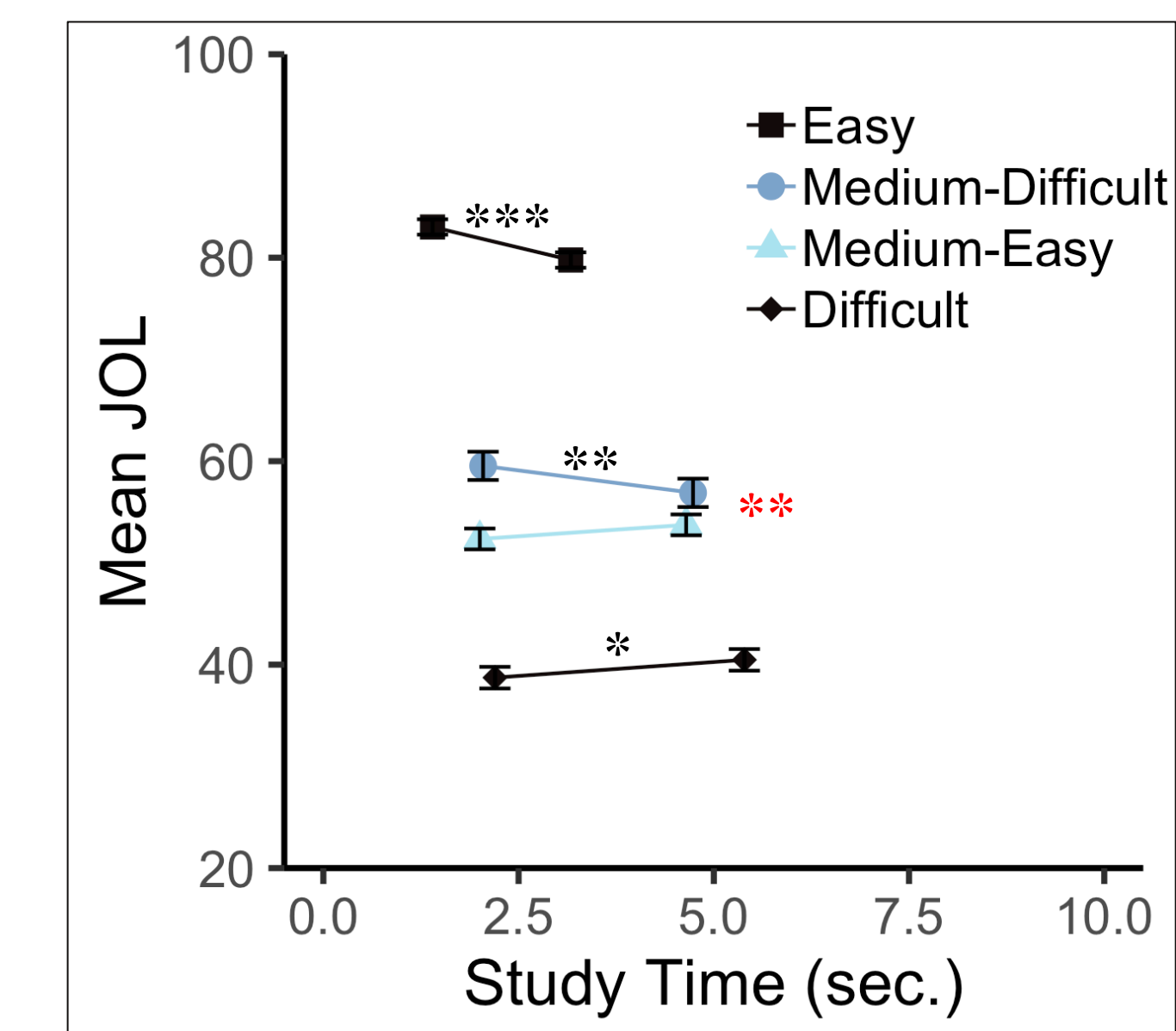
Koriat, 1997

## Method and Procedure Cont'd

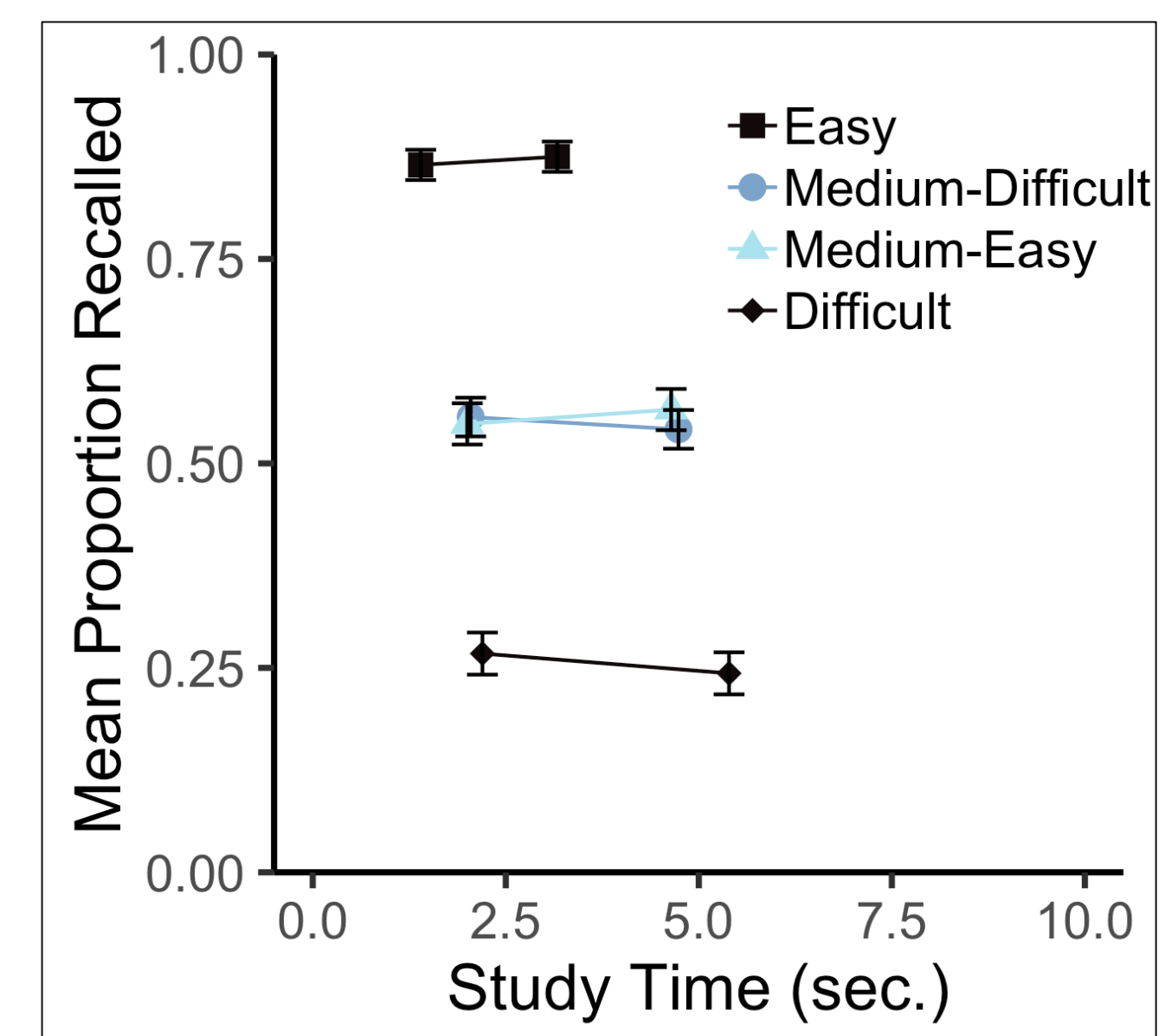


## Results Cont'd (n = 100)

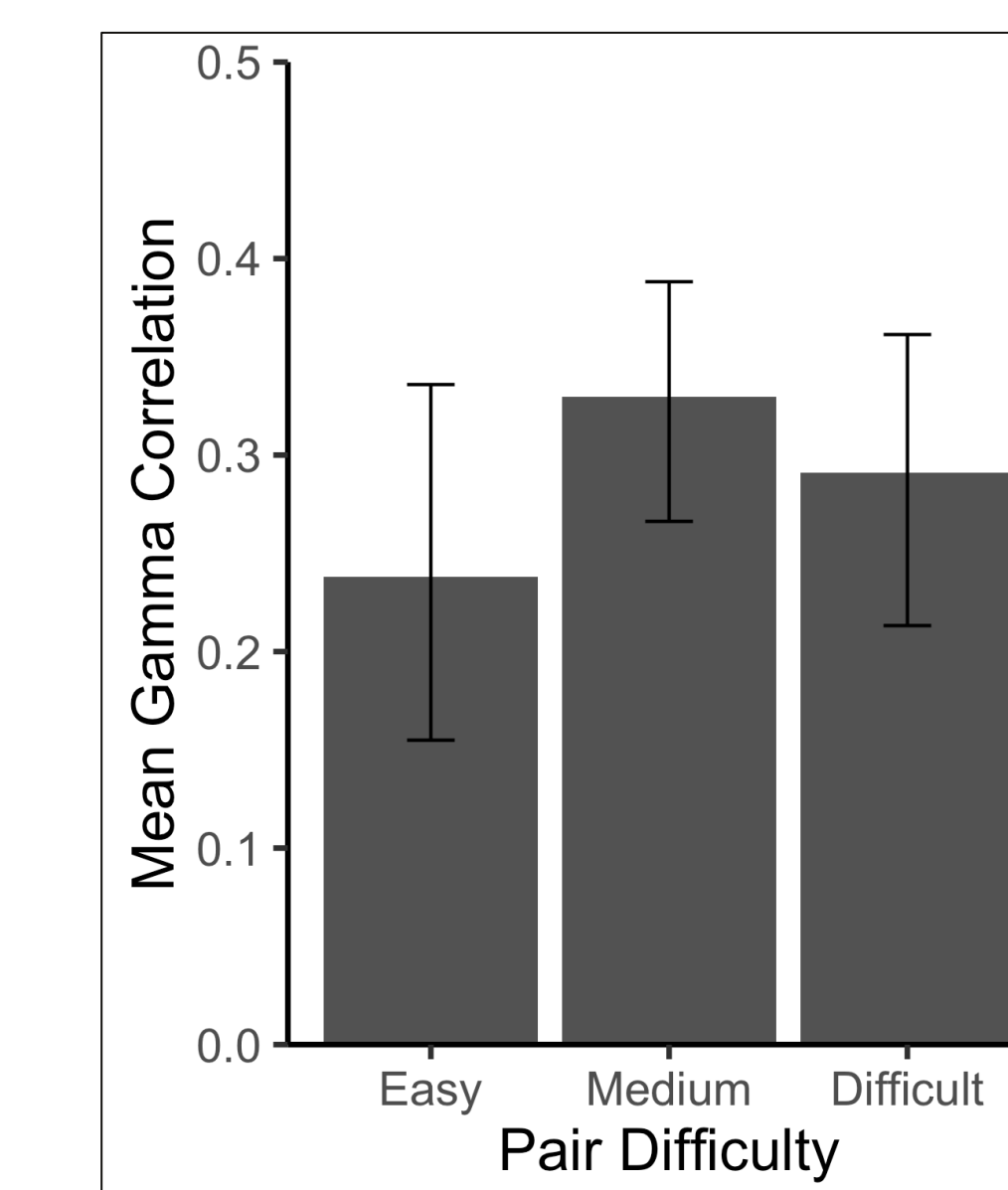
### JOLs by Study Time



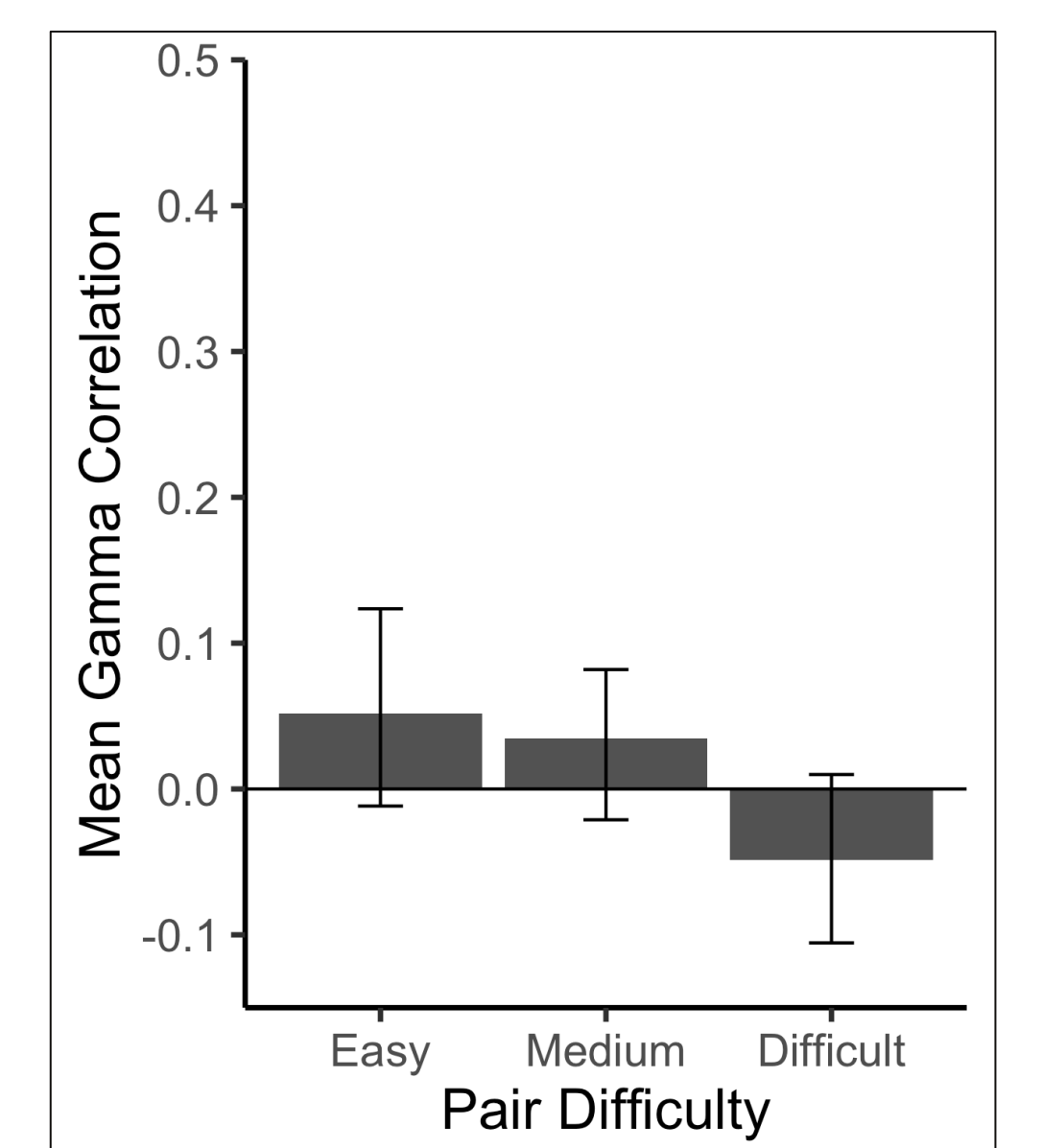
### Recall by Study Time



### Correlating JOLs and Recall



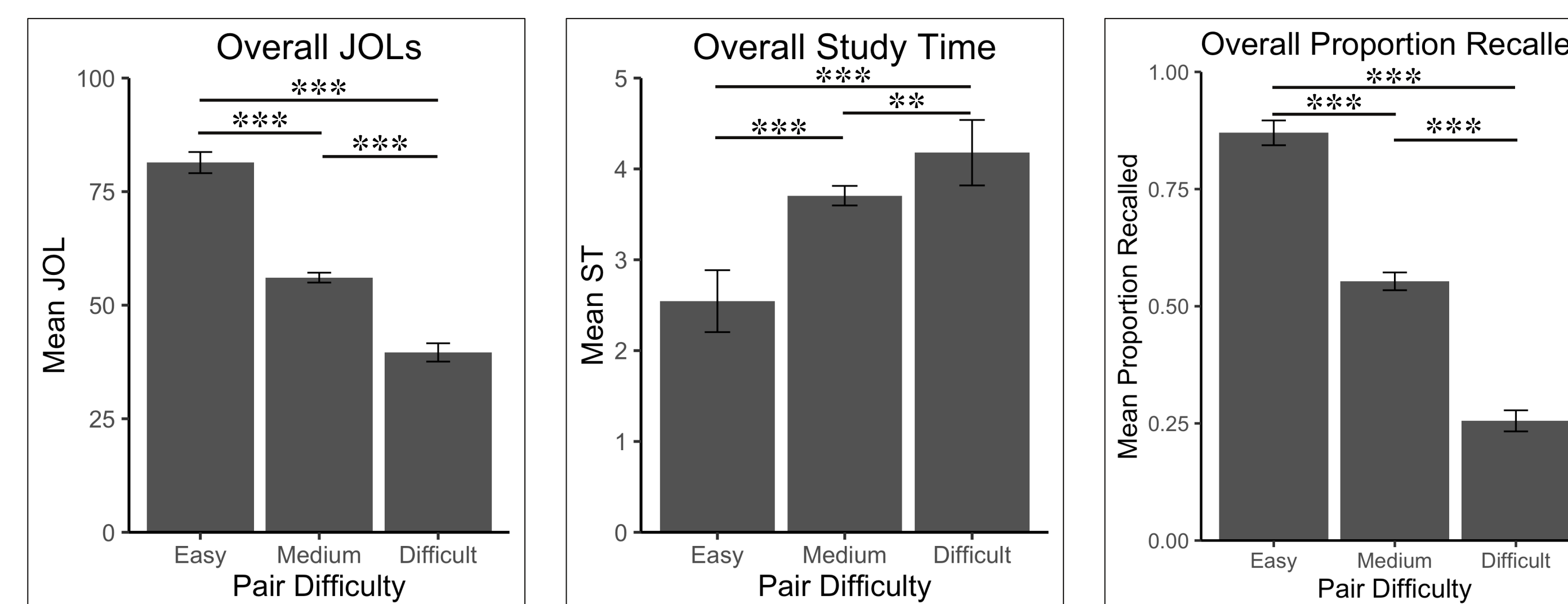
### Correlating Study Time and Recall



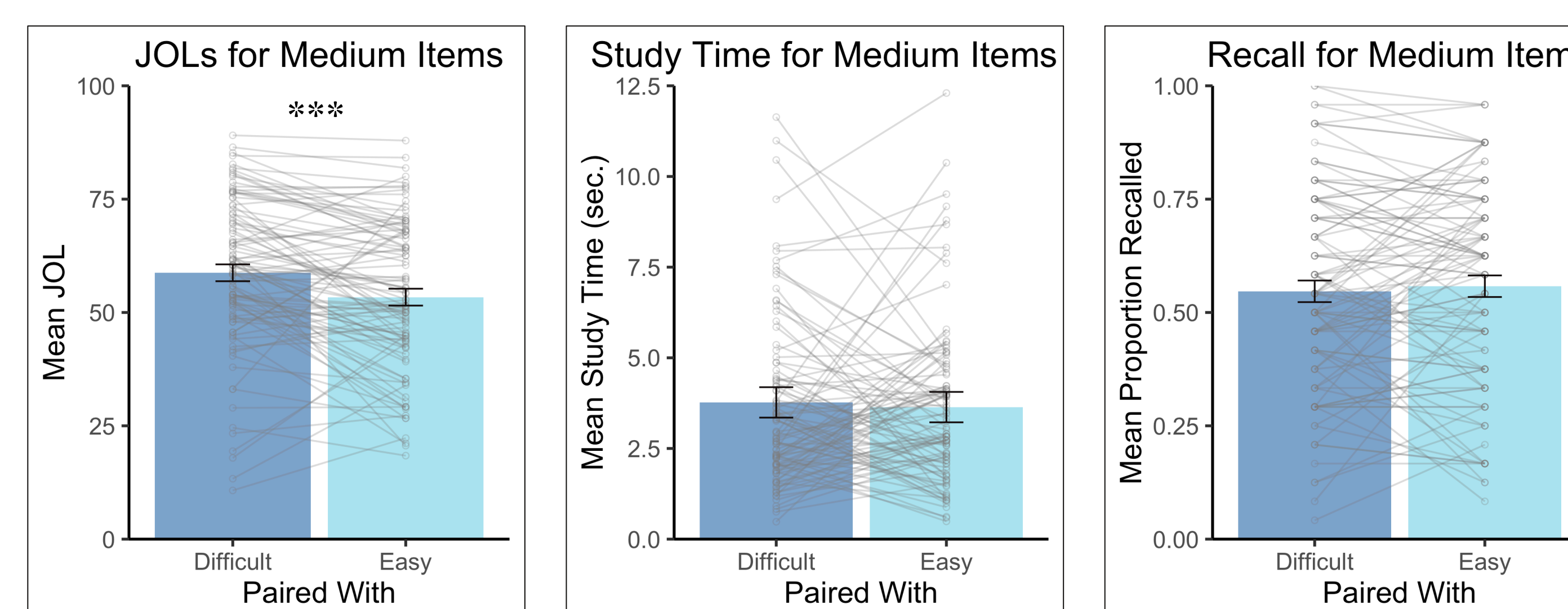
\* Indicates  $p < .05$  \*\* Indicates  $p < .01$  \*\* Indicates significant interaction at  $p < .01$  \*\*\* Indicates  $p < .001$  Error bars represent 95% CI

## Results (n = 100)

### Overall Results



### Effect of List Context



\*\* Indicates  $p < .01$  \*\*\* Indicates  $p < .001$  Error bars represent 95% CI

## Conclusions & Future Directions

- ❖ These results demonstrate that at least one type of extrinsic cue (e.g. list context) can impact individuals' judgments of learning
- ❖ Context did not impact study time; however, individuals' interpretations of study time were differentially impacted by the context in which an item was presented
- ❖ Future studies should seek to understand the role that learners' expectations play when interpreting study time as a cue for judgments of future memorability

## Method and Procedure

Easy (entirely related)  
Word-Pairs

**brother - sister**

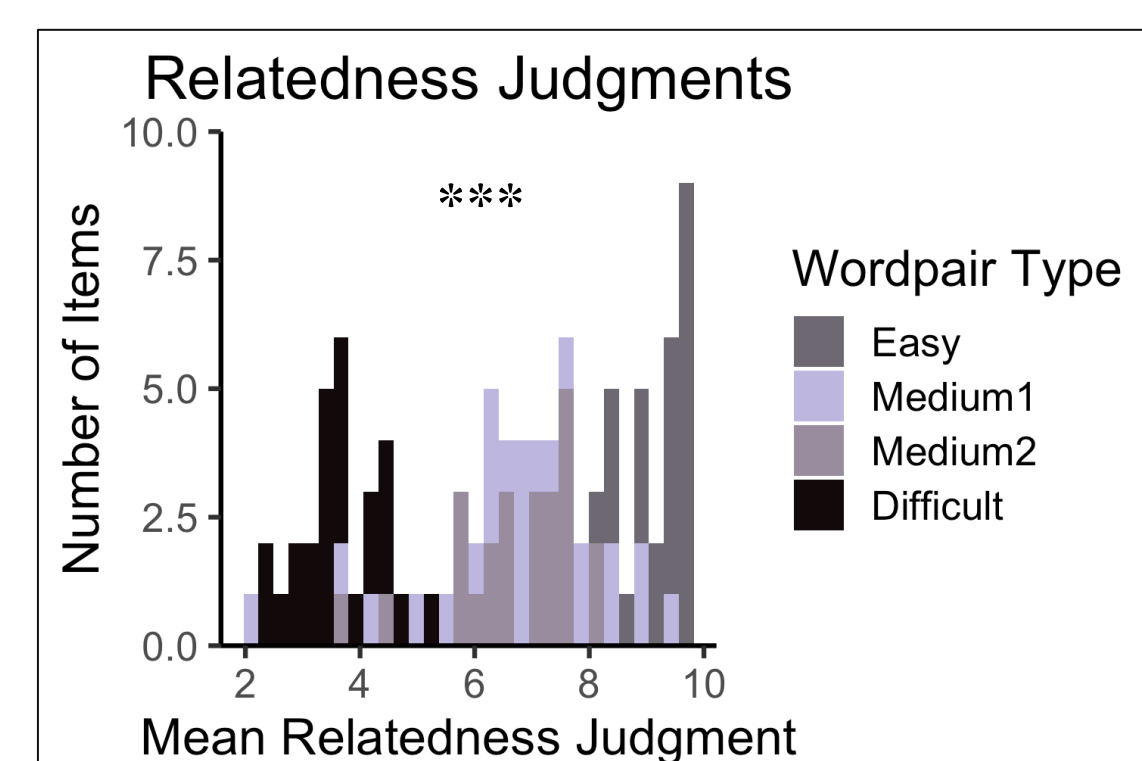
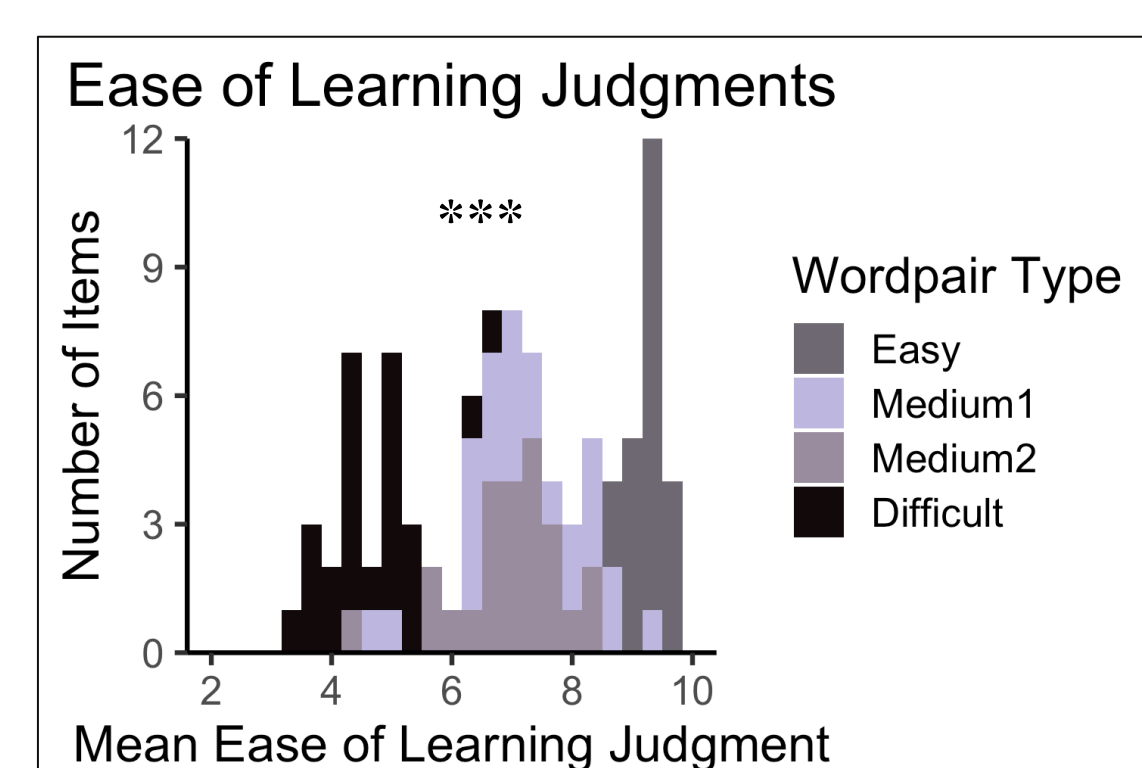
Medium  
Word-Pairs

**milk - jersey**

Difficult (entirely unrelated)  
Word-Pairs

**phrase - fashion**

### Pilot Data (n = 10)



\*\*\* Indicates  $p < .001$