Self-paced study of repeated words

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Self-paced study:
Having control over the pace of ones' study time tends to improve memory performance relative to no control.

The spacing effect:
Spaced practice typically leads to improved memory performance compared to massed practice.

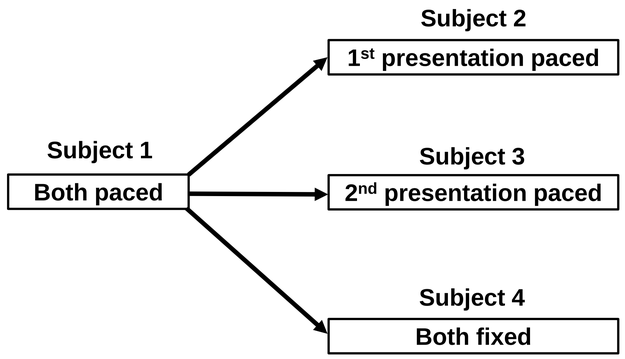
Current motivation:
In some situations, learners have partial control over the pace of their study.

While some studies have looked at self-paced study in a repetition learning paradigm, few have looked at how partial control impacts memory performance.

The current project sought to understand the nature of the relationship between control over study and later memory performance, using repeated words.

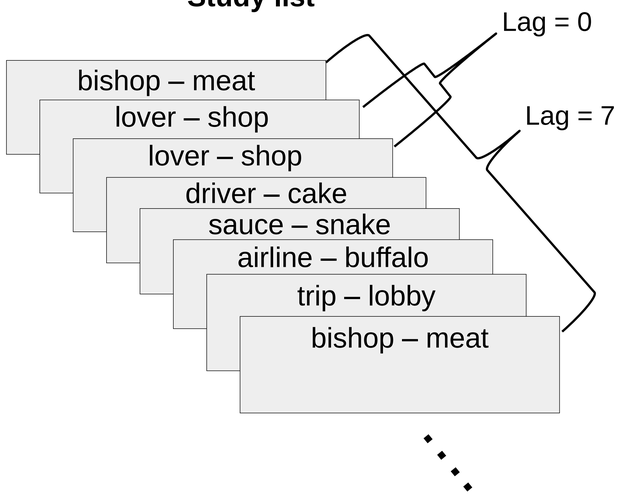
Design

Yoked groups

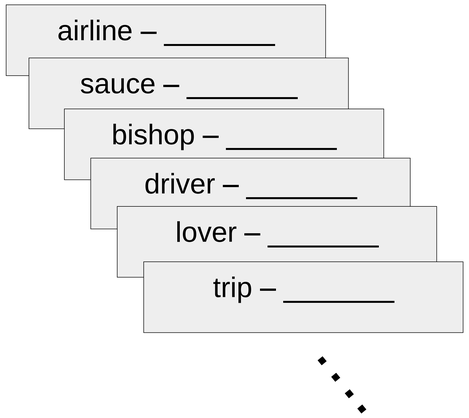


Procedure

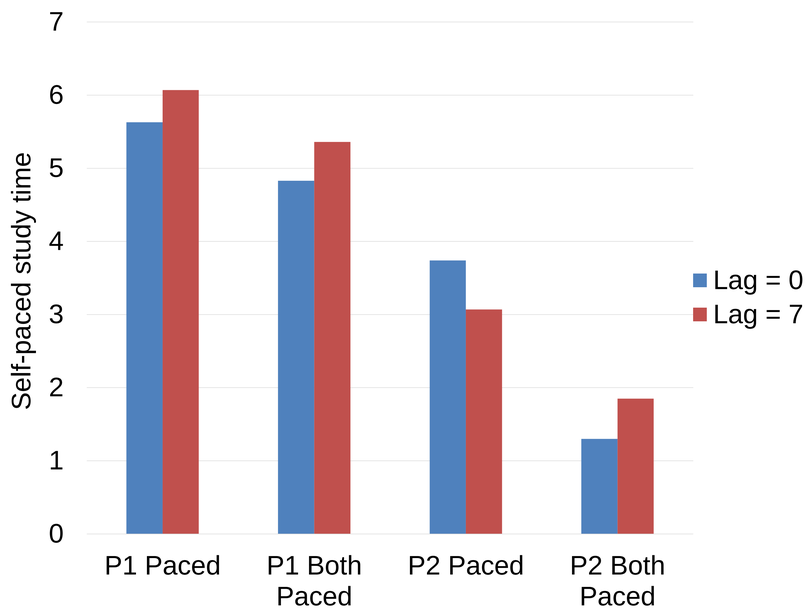
Study list



Cued recall



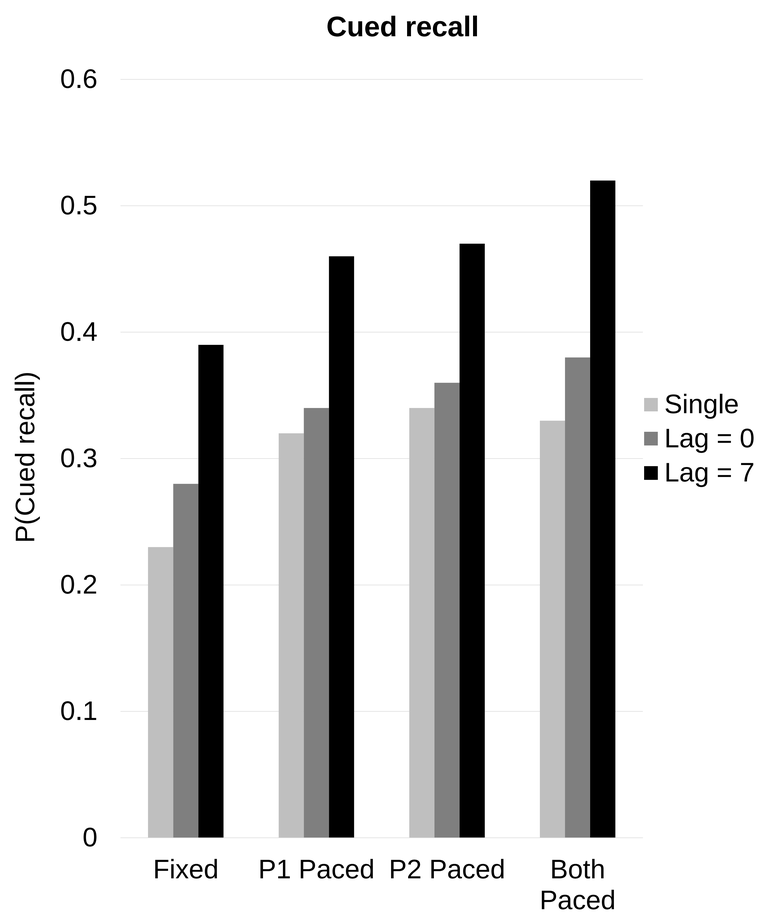
Median self-paced study time



When words were massed the second presentation was studied for less time when both presentations were self-paced.

The 2nd presentation is a massed condition was studied for *more* when subjects had partial control.

Cued recall



Self-pacing improved memory overall.

More control over study time enhanced memory.

Memory performance was not affected by whether subjects had control of P1 or P2.

Conclusions

The benefits of self-paced study generalize to a repetition-learning paradigm in an additive fashion.

Control of study was qualitatively related to memory performance.

Full control of study lead to less study time of 2nd presentation, replicating previous research.

Interestingly, partial control led to more study time of the 2nd presentation.