Conference submission for *The Rokers*

Please provide details of your presentation below. Your group will have 10 minutes to present, plus 3 minutes for questions and feedback. There will be 2 minutes between presentations in order to set up your slides. You will not have access to your email etc. on the presentation computer, **so bring your slides on a USB memory stick.**

Talk title

Learning from failure? No effect of errorful generation on a cued recall test

Authors' names

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Abstract

Potts and Shanks (2014) reported that making mistakes improved the encoding of novel information, compared to simply studying. Following their work, our participants attempted to learn the definitions of very rare English words. During training, participants either guessed the definition (and nearly always made an error) before the correct defintion was shown, or simply studided the words. In contrast to Potts and Shanks (who used a recognition test), we tested memory using cued recall. Memory performance was equivalent under guessing and studying conditions, with Bayesian evidence for the null. However, performance was also very low in both conditions (around 15% correct), implying that our result may be due to a floor effect. In future work, we plan to re-run the experiment with an easier cued recall task.

Session preference

First session, please.