

# Conference submission for *The Rokers*

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## Talk title

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

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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 definition was shown, or simply studied 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.