**Debriefing Form**

Thank you for participating in this study! Your participation was essential to increasing our understanding of effective *encoding strategies* (i.e., methods for learning new information) by allowing us to assess whether memory judgments can enhance later memory. I would like to take a few minutes to provide you with some additional information about the purpose of this study.

The purpose of this study is to investigate the relationship between judgments of learning (JOLs) and later memory performance. In the present study, you were asked to learn a list of words that were both related to a specific category (e.g., cat, dog, mouse, rabbit, etc.) or unrelated (e.g., cat, stapler, rock, shoe). Depending on the group you were randomly assigned to, you either silently read each word pair, made individual JOL ratings in which you predicted your later memory ability for each word, or made a global JOL rating where you predicted your memory for each list. Previous research suggests that making JOLs at study benefits memory for word pairs, but only when word pairs are related. However, it is unclear whether this effect also extends to related word lists. Thus, the present study provides a greater understanding of how judging one’s ability to remember information is linked to improved test performance.

If you have any questions or concerns regarding your participation in this study, please contact Dr. Nicholas Maxwell ([nicholas.maxwell@msutexas.edu](mailto:nicholas.maxwell@msutexas.edu)).

Thank you again for taking the time to complete this study!