**Title:** Item-level and Global Judgments of Learning have Dissociative Effects on Correct and False Recognition of Words

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**Abstract:**

Judgments of Learning (JOLs) are reactive on learning, such that memory for studied words is enhanced when participants make memory predictions while studying versus silently reading each word. According to the item-order account (Zhao et al., 2023), JOLs encourage item-specific encoding (i.e., processing of unique features) while simultaneously inhibiting relational encoding (e.g., processing of connections between studied items). The present study tests this account by first replicating findings from Zhao et al. (2023) showing that item-level JOLs benefit correct recognition of words (Experiment 1). Next, Experiment 2 tested whether these patterns extended to correct and false recognition in the Deese-Roediger-McDermott paradigm (DRM). In the DRM paradigm, participants study a list of words that converge on a single, non-presented critical lure (i.e., *bed*, *rest*, and *dream* are related to the non-presented word *sleep*). Because the critical lure is strongly related to list items, it is often falsely remembered at test. Finally, both experiments included an additional group who made global JOLs for each list, which encouraged relational rather than item-specific encoding. Across experiments, item-level JOLs improved correct recognition for all list items, replicating previous JOL reactivity patterns. Global JOLs, however, did not improve correct recognition. The inverse was observed for false recognition, as global JOLs increased false recognition of critical lures. This pattern suggests that item-level JOLs benefit correct recognition via item-specific encoding. However, because global JOLs encourage processing of inter-list relations, false recognition of critical lures items is increased. Thus, these findings provide increased support for the item-order account.

**Word Count:** 249/250