April 7, 2021

Aaron S. Benjamin, PhD

Department of Psychology

University of Illinois at Urbana-Champaign

Champaign, IL

Dear Dr. Benjamin:

Dr. Mark Huff and I are submitting our manuscript entitled “Reactivity from Judgments of Learning are not due to Judgments of Learning: Evidence for a Strategic Relational Encoding Account” to be considered for publication as an original research article in the *Journal of Experimental Psychology: Learning, Memory, and Cognition*.

This paper investigates the reactive properties of judgments of learning (JOLs) by comparing cued-recall performance for participants making JOLs at encoding to a no-JOL group who engaged in silent reading at encoding. In doing so, we expand upon previous studies of JOL reactivity by including four types of stimuli pairs (forward, backward, and symmetrical associates, and unrelated word pairs) and by controlling for several lexical and semantic properties that have been shown to influence cued-recall. In our first experiment, we replicate previous research showing that JOLs consistently boost recall of paired associates but do not influence recall of unrelated pairs. To further evaluate the mechanisms behind positive reactivity for related pairs, Experiments 2 and 3 test a strategic relational encoding account of JOL reactivity which posits that making JOLs at encoding encourages participants to engage in a relational processing strategy at study but only for related pairs. To test this account, Experiment 2 compares JOL reactivity to a deep relational encoding task in which participants are explicitly instructed to relate all paired items together, and Experiment 3 introduces a novel frequency judgment task in which participants relate items together by judging the frequency with which items would occur together in everyday language. Our findings in Experiments 2 and 3 suggest that JOL reactivity on related pairs is largely driven by additional relational encoding that occurs at study.

We believe that our findings make a substantive empirical, methodological, and theoretical contribution to the literature through our inclusion of backward and symmetrical associates, our comparison to relational encoding and frequency judgments, and our proposed account of JOL reactivity. This work is original and not under review elsewhere. We report no conflicts of interest. We look forward to hearing about the suitability of our manuscript in the *Journal of Experimental Psychology: Learning, Memory, and Cognition*.

Sincerely,

Nicholas P. Maxwell, M.S.

School of Psychology

The University of Southern Mississippi

nicholas.maxwell@usm.edu

Ph: 601.266.5411

Cc:

Mark J. Huff, PhD

Assistant Professor

School of Psychology

The University of Southern Mississippi

mark.huff@usm.edu

Ph: 601.266.5411