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Word Count: XXXX

**Author Note**

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**Abstract**

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*Keywords*: Judgments of Learning; Reactivity; Mediated Associates, Cued-Recall Testing

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Judgments of learning (JOLs) are commonly used to investigate questions surrounding learning. Although JOLs can be elicited for a variety of study materials (e.g., faces; Hourihan, Benjamin, & Liu, 2012; educational text passages; Ariel, Karpicke, Witherby, & Tauber, 2021), they are often provided for cue-target word pairs (e.g., mouse – cheese; see Rhodes, 2016). Within this context, JOLs have historically been treated as neutral measures which have little effect on subsequent memory. However, research over the last decade has repeatedly demonstrated that JOLs are *reactive* when they are provided for cue-target pairs (e.g., Janes et al., 2018; Maxwell & Huff, 2022; 2023; Mitchum et al., 2016; Soderstrom et al., 2015; see Double et al., 2018 for review), such that compared to a no-JOL control group, participants show changes in memory performance. Furthermore, JOL reactivity on cue-target pairs is often moderated by pre-existing pair relations, with JOLs often imparting a memorial benefit (i.e., *positive reactivity*) on related cue-target pairs but no reactivity or even memory costs (i.e., *negative reactivity*) on unrelated pairs (see XXX). Thus, compared to no-JOL control tasks like silent reading, it is evident that making JOLs modifies memory for cue-target pairs

Because [CUE STRENGTHENING PARAGRAPH]

[CUE STRENGTHENING DOESN’T HAVE TO BE RELATIONAL IN NATURE]

[RELATIONAL ACCOUNT]

[MAXWELL HUFF IN PRESS]