Previous research has shown that the accuracy of judgments of learning (JOLs) is sensitive to perceptual cues. These cues can induce metacognitive illusions, such as the *font-size effect* (Rhodes & Castel, 2008) in which participants inflate JOLs for pairs presented in large font relative to small font. The present study provides an additional test of the font-size effect while also testing whether other perceptual manipulations can influence the correspondence between JOLs and recall. First, Experiment 1 was designed to replicate the font-size effect using a mix of related and unrelated word pairs and tested whether JOL overestimation extended to a highlighting manipulation. Experiment 2 then provided an additional test of both font-size and highlighting on JOLs, using only unrelated word pairs. Finally, Experiment 3 tested whether presenting pairs using Sans Forgetica—a perceptually disfluent font designed to improve memory—would result in inflated JOLs. Across all experiments, the perceptually fluent conditions did not result in an overestimation of later recall relative to disfluent conditions. The perceptually disfluent Sans Forgetica font in Experiment 3 yielded a memory cost, though it had no effect on JOLs.

This research supports the Pychonomic Society’s mission of fostering the science of cognition via the advancement and communication of basic research in experimental psychology by (1) attempting to replicate an established finding in metamemory research, and (2) testing whether the effect can be produced via two novel manipulations (highlighting and Sans Forgetica). Furthermore, this research has applied implications, as [learning strategies]. In sum, [SUMMARY]