March 28, 2021

Anastasia Efklides, PhD

School of Psychology

Aristotle University of Thessaloniki

Thessaloniki, Greece

Dear Dr. Efklides:

My colleagues and I are submitting our manuscript entitled “Perceptually fluent features of study words do not inflate judgements of learning: Evidence from font size, highlights, and Sans Forgetica font type” to be considered for publication as an original research article in *Metacognition and learning*.

This paper investigates the font-size effect and examines whether other perceptual manipulations can affect the correspondence between judgments of learning (JOLs) and recall. Importantly, each experiment included a pure control group to control for mixed list carryover effects, a comparison that is not typically included in studies investigating perceptual fluency effects on JOLs. First, Experiments 1A and 1B attempted to replicate the font-size effect and extend these findings to a highlighting manipulation using a mix of related and unrelated word pairs. Next, Experiments 2A and 2B tested for these same effects using only unrelated pairs. Finally, Experiment 3 tested the effects of fluent vs disfluent font on JOLs and recall using only unrelated pairs. Though the font-size effect was not in evidence across our first two sets of experiments and the highlighting manipulation did not affect JOLs or recall, Experiment 3 showed that Sans Forgetica—a perceptually disfluent font designed to facilitate retention via desirable difficulties—produced a cost to both JOLs and recall relative to Arial pairs, suggesting that Sans Forgetica is detrimental to memory rather than providing any of the purported benefits. Compared to the control group, Arial pairs presented within the context of Sans Forgetica pairs received higher JOLs and were recalled at a greater rate, suggesting that participants favored the more fluent Arial pairs over the disfluent Sans Forgetica pairs.

We believe that our findings make a substantive empirical, methodological, and theoretical contribution to the literature through our use of highlighting and Sans Forgetica manipulations and our inclusion control groups within all experiments. This work is original and not under review elsewhere. All authors have approved the manuscript and agree with its submission, and we report no conflicts of interest. We look forward to hearing about the suitability of our manuscript in the *Metacognition and Learning*.

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

Trevor Perry

School of Psychology

The University of Southern Mississippi

emily.cates@usm.edu

Ph: 601.266.5411