Self-paced study of repeated words

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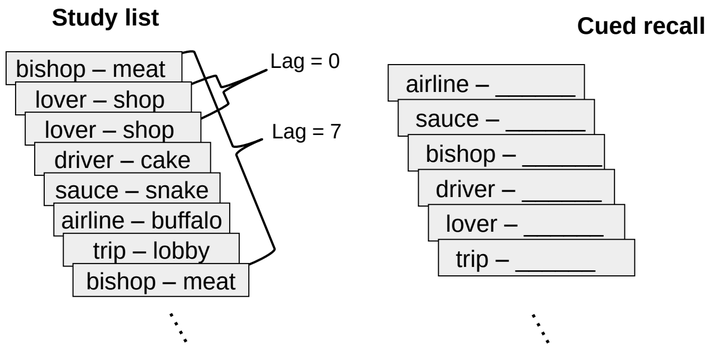
Allowing learners to self-pace their own study improves memory relative to a group with the same total time but fixed study time. (Tullis & Benjamin, 2011)

Repeated study trials increase memory, especially when those trials are spaced. (Melton, 1970)

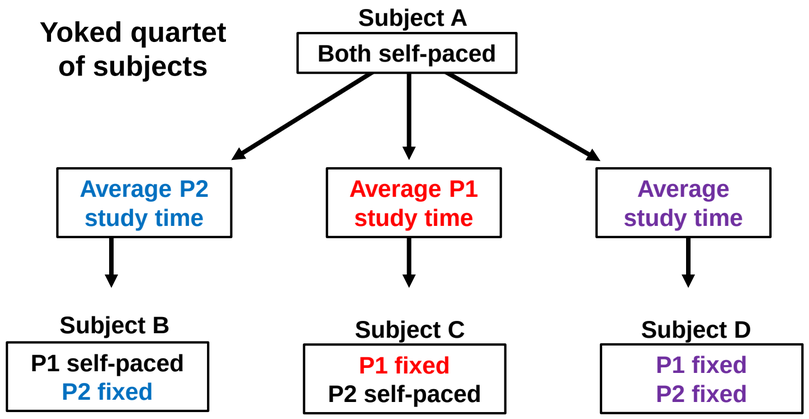
Current experiment

- Does self-pacing improve memory for repetitions?
- Does control over the first or the second presentation help more?
- Does self-pacing affect the magnitude of the benefit of spacing?

Procedure



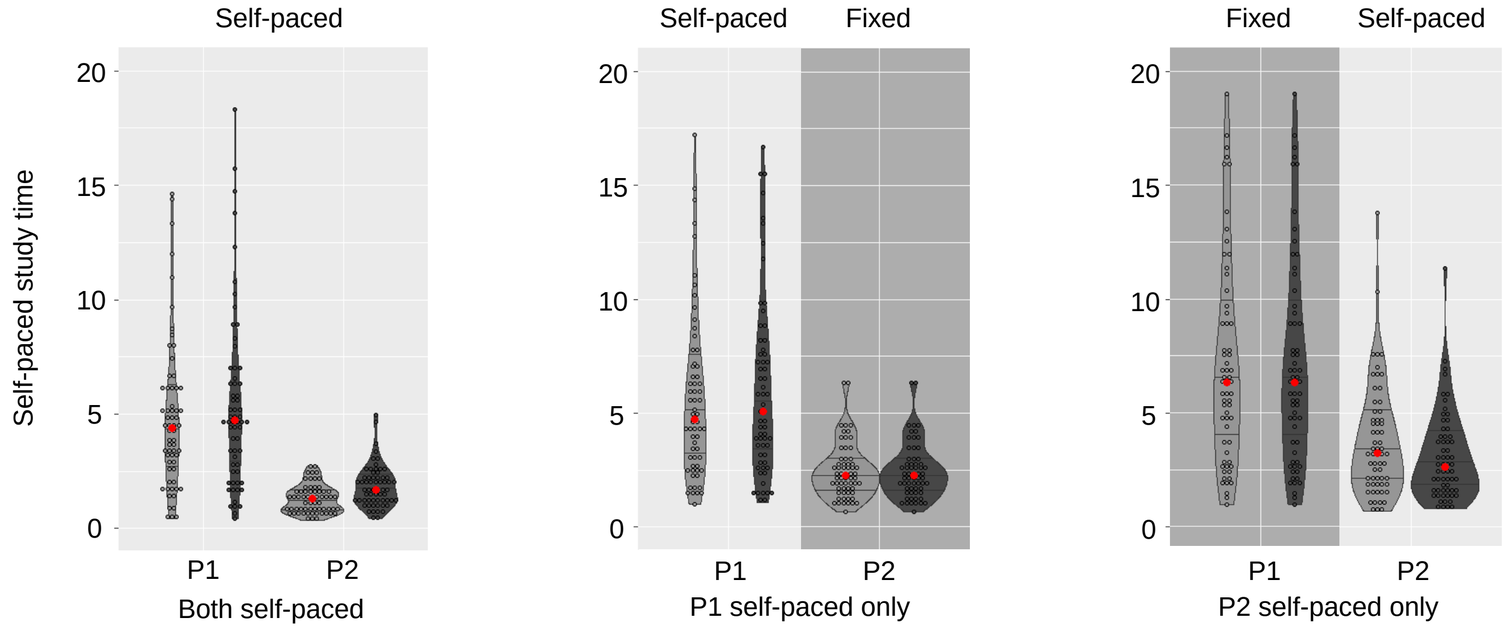
which items are self-paced depends on condition

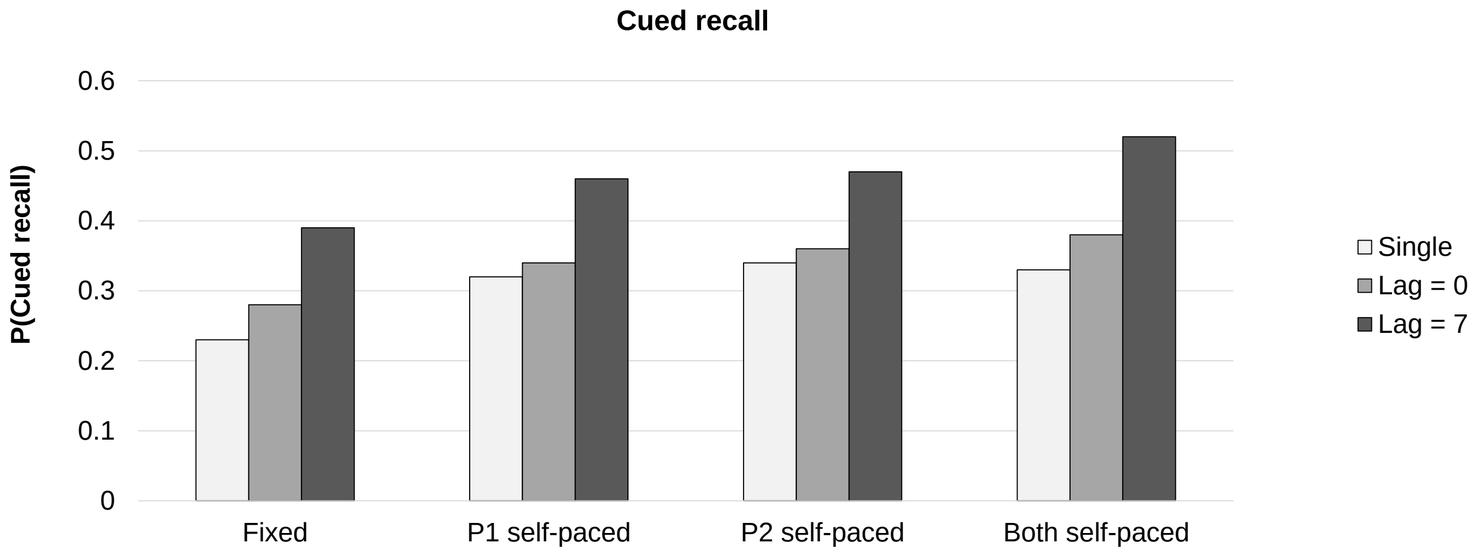


When learners controlled both study trials, they accorded *less* study time to P2 when presentations were massed than when they were spaced. (Shaughnessy, Zimmerman, & Underwood, 1972)

When learners only controlled P2 study time, they spent *more* time on P2 under massed than spaced conditions.

Median study time





1. Control over study time enhanced memory.

2. There was no evident difference in performance depending on whether a learners controlled study time for P1 or P2.

3. The magnitude of the spacing effect did not vary across different control regimes.