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# Do Judgments of Learning and Judgments of Inference Enhance Text Learning?

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## Abstract

The present study investigated whether judgments of learning (JOLs) and judgments of inference (JOIs) enhance the retention and transfer of previously studied text (backward effect) and newly studied text (forward effect). Participants read two different passages through Section A and B. After studying Section A, participants made either JOLs or JOIs on Section A, while the control group read texts without any interim judgments. Then all groups studied Section B and took a final test for Sections A and B. For Section A, there were no significant performance differences among the groups, showing no backward effect of metacognitive judgments on text learning (neither JOLs nor JOIs). In contrast, for Section B, the JOI group outperformed both the JOL and control groups on the transfer test, indicating a forward effect of JOIs on text learning. Metacognitive judgments with a higher-order learning goal appear to help subsequent learning of new material.