

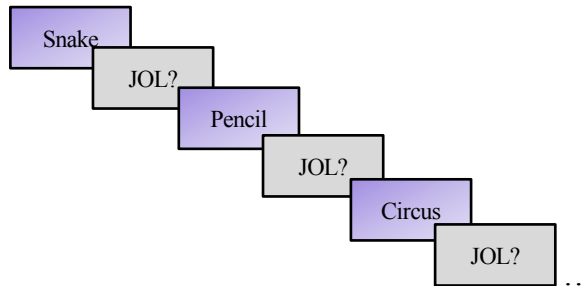


Introduction

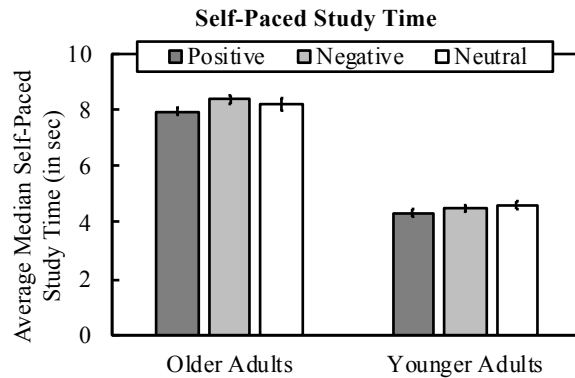
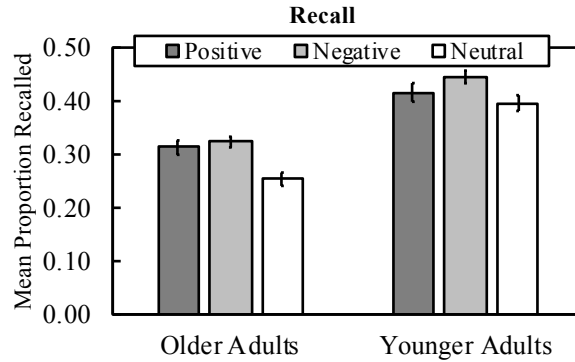
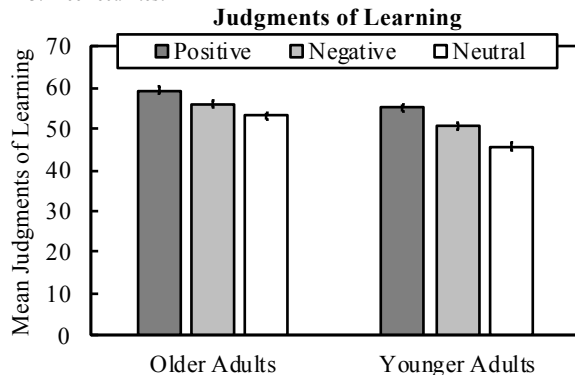
- According to an agenda-based model of self-regulation (Ariel et al., 2009), people create agendas that serve as a basis for how they will regulate their learning.
- Older and younger adults often give higher judgments of learning (JOLs) to emotional words relative to neutral words and also recall emotional words better than neutral words (e.g., Tauber & Dunlosky, 2012).
- Researchers have yet to explore the impact of valence on older and younger adults' self-regulated learning.
 - One possibility is that all participants will prioritize learning neutral words at the expense of emotional words because they are more challenging to remember.
 - Alternatively, theories of emotion may predict that younger adults may prioritize learning neutral words, whereas older adults may prioritize learning positive words (e.g., Mather & Carstensen, 2005)
- The aim of the present work is to evaluate how younger and older adults regulate their learning of emotional information**

Experiment 1

- Participants:** 46 TCU undergraduates and 45 older adults
- Design:** 2 (age: younger adult, older adult) x 3 (valence: positive, negative, neutral) mixed design
- Materials & Procedure:**
 - Self-paced study of 45 words (15 negative, 15 neutral, 15 positive)
 - Give a JOL

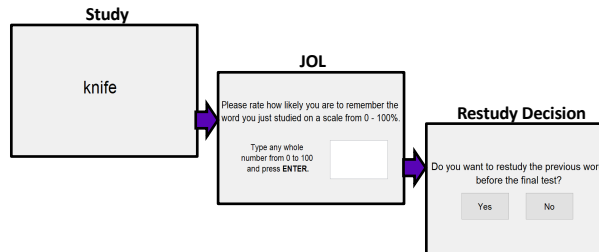


3. Free-recall test

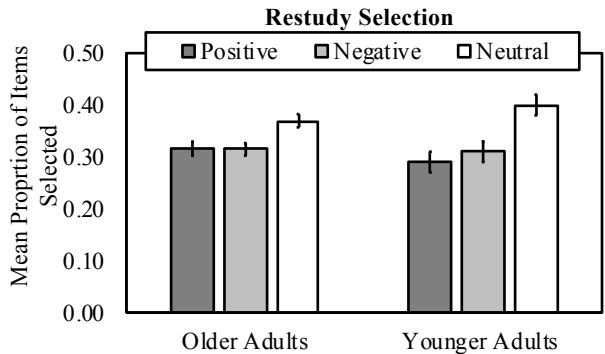
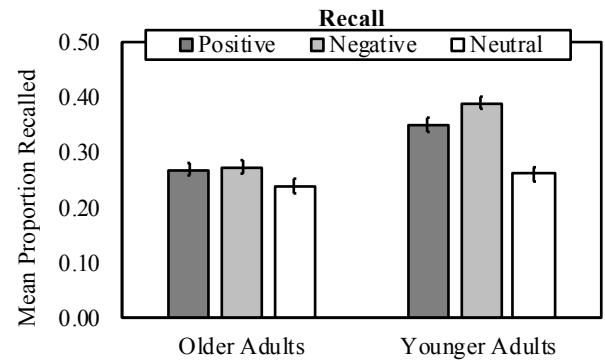
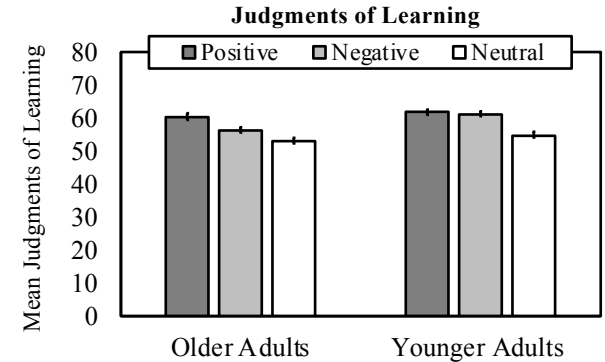


Experiment 2

- In Experiment 1, self-paced study times did not differ based on valence.
- In Experiment 2, we evaluated whether a different measure of self-regulated learning (item selection) would be sensitive to valence.
- Participants:** 47 TCU undergraduates and 45 older adults
- Design:** 2 (age: younger adult, older adult) x 3 (valence: positive, negative, neutral) mixed design
- Materials & Procedure:** Same as Experiment 1, except:
 - Each word was presented for 3 seconds
 - Participants selected half of the words for restudy



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Conclusions

- Both age groups demonstrated higher predicted and actual memory for emotional words relative to neutral words, which replicates prior research.
- Self-paced study times did not differ for emotional and neutral words.
- When allowed to regulate their learning via item selection, both older and younger adults selected more neutral words for restudy relative to emotional words.
- Future directions include exploring self-regulated learning of emotional information using other to-be-learned information (e.g., images).