study to reduce the discrepancy between their perceived state of learning for a given item and their desired state of learning (Dunlosky & Hertzog, 1998). Accordingly, learners are expected to allocate more study time to items perceived as more difficult to learn than to items perceived as easier to learn because the former would initially be further from the norm of study and should

phase of the experiment. Younger and older adults recalled more words with higher point values (words ranging from 10 points to 12 points) than words with lower point values. That is, learners were using an agenda to strategically control their retrieval processes, so as to increase their final recall score (for similar findings, see Castel et al., 2007). Despite research highlighting the importance of agendas in the regulation of memory retrieval (see

145.35, *MSE*

We also compared each of the two high-likelihood groups to the constant-likelihood group. Comparisons of the high-likelihood easy group and the constant-likelihood group did not reveal an interaction, $F(1, 38) = 1.11$,

research. For instance, preselection recall here occurred well prior
to selection itself, so participants may have forgotten some of the

Planned comparisons were conducted to unpack this interaction.

a "P"). Participants had 4 s to read the sentence and 1 s to study

Second, and most important, we examined sequential item selection as a function of span performance. Under this more de-

participant selected an item for restudy, the computer program immediately presented the item for a single restudy trial. Other forms of restudy would be much more potent at enhancing final recall performance. As compared with this single study trial for

attention in the literature: the hierarchical model (Thiede & Dunlosky, 1999) and the RPL theory (Metcalfe, 2002).

Hierarchical model of self-regulated study. As discussed in the introduction, the hierarchical model (Thiede & Dunlosky, 1999) is similar to the ABR model because in both theories, it is assumed that learners use agendas when regulating study. The hierarchical model consists of a superordinate level, in which learners construct a plan that indicates which items the learner

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