An Investigation on the Impact of Curiosity on the Testing Effect

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Dr. Arnold and I did a study on research and memory, and how curiosity drives the testing effect. I created a Qualtrics survey where Radford undergrads were given 30 low-associate word pairs (example: “Above” and “Sky”) and asked to study them. They were then sorted randomly into either the Test group or the Restudy group. The Test group was given the first word and a fill in the blank, while the Restudy group was simply shown both of the words again. After a two day delay, they took the same test and their responses were recorded. We found that those in the Test group had higher overall performance than the Restudy group, so we replicated the testing effect. We also found that testing enhanced curiosity, and that participants in the Testing condition were less curious than those in the Restudy condition. Contrary to our hypothesis, curiosity and final test scores were not correlated in either the Testing or Restudy conditions. It is probable that since we were short on time for testing and analysis that we did not find this correlation. If we had more time for testing and analysis, I believe that we would have found a correlation and, therefore, found a link between final test performance and curiosity. So, a replication of this study would likely lead to a finding that fits our hypothesis.