




# Correction to: Association and dissociation between judgments of learning and memory: A Meta-analysis of the font size effect

Minyu Chang<sup>1</sup>  · Charles J. Brainerd<sup>1</sup>

Published online: 19 March 2022

© The Author(s), under exclusive licence to Springer Science+Business Media, LLC, part of Springer Nature 2022

## Correction to: Metacognition and Learning

<https://doi.org/10.1007/s11409-021-09287-3>

The original version of this article unfortunately contained a mistake. A reviewer had asked me to reorder the studies in Fig. 3 as alphabetically. However, I think I accidentally only reordered the study name but not the effect sizes. Thus, Fig. 3 is misleading now. The corrected figure is given below.

**Publisher's note** Springer Nature remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.

---

The original article can be found online at <https://doi.org/10.1007/s11409-021-09287-3>.

---

✉ Minyu Chang  
mc2674@cornell.edu

<sup>1</sup> Department of Psychology and Human Neuroscience Institute, Cornell University, G331 MVR Hall, Ithaca, NY 14853, USA

**Fig. 3** Forest plot with effect sizes and 95% confidence intervals for the comparison between larger and smaller fonts in JOLs. Positive effect sizes indicate that items presented in larger fonts were rated with higher JOLs than items presented in smaller fonts. The sizes of the squares in the forest plot are proportional to the weights of the experiments, which are calculated as the inverse sampling variances. RE Model=random-effects model

