

Contents

Editorial	New Methods and Questions in Metamemory Research <i>Monika Undorf and Vered Halamish</i>	231
Review Article	Toward a Neurocognitive Understanding of the Algorithms That Underlie Metamemory Judgments <i>Timothy Kelley, Michael J. Serra, and Tyler Davis</i>	233
Original Articles	Time-Based Measures of Monitoring in Association With Executive Functions in Kindergarten Children <i>Sonja Kälin and Claudia M. Roebers</i>	244
	Experience Matters: Effects of (In)Congruent Prompts About Word Frequency on Judgments of Learning <i>Pedro S. Mendes, Karlos Luna, and Pedro B. Albuquerque</i>	254
	Learning From (Test) Experience: Testing Without Feedback Promotes Metacognitive Sensitivity to Near-Perfect Recognition Memory <i>Evan E. Mitton and Chris M. Fiacconi</i>	264
	Reactivity of Judgments of Learning in a Levels-of-Processing Paradigm <i>Eylul Tekin and Henry L. Roediger III</i>	278
Research Spotlights	The Language of Recollection in Support of Recognition Memory Decisions <i>Ian G. Dobbins and Justin Kantner</i>	291
	Louder = Larger = Clearer: Examining the Consistency of Metamemory Illusions <i>Beatrice G. Kuhlmann, David J. Frank, and Daniel Danner</i>	296
Opinions	Responsible Remembering: How Metacognition Impacts Adaptive Selective Memory <i>Dillon H. Murphy and Alan D. Castel</i>	301
	Do Learners Spontaneously Monitor Their Memory? The Gap Between Educational-Developmental and Cognitive-Experimental Research <i>Vered Halamish and Monika Undorf</i>	304
Volume Information	Reviewers 2020	306