**MIND WANDERING DURING LEARNING IS MODULATED BY INDIVIDUAL DIFFERENCES IN MASTERY**

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**Intro**

Research has suggested that mind wandering impairs learning. Therefore, methods which diminish mind wandering might help learning. Previous results from our lab suggested that studying items in one’s own Region of Proximal Learning, the easiest not-yet-mastered materials, reduces the proclivity to mind wander.

**PREDICTION:** An individual’s degree of mind wandering should be affected by the difficulty of materials and to one’s expertise of said items. Namely, novices should tend to mind wander more on difficulty items whereas experts may mind wander more on easy items.

**Paradigm**

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<thead>
<tr>
<th>Experiment Half</th>
<th>Study 1 (1st Exp Half)</th>
<th>Test 1</th>
<th>Study 2 (2nd Exp Half)</th>
<th>Test 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRETEST</td>
<td>AGUA</td>
<td>RED ROJO</td>
<td>WATER AGUA</td>
<td>RED ROJO</td>
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<tr>
<td>STUDY 1</td>
<td>WATER VODEVIL</td>
<td>LION</td>
<td>WATER VODEVIL</td>
<td>LION</td>
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<tr>
<td>On Task Mind Wandering</td>
<td>On Task Mind Wandering</td>
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**Results**

1. Titrating materials to an individual’s level of expertise can result in reduced mind wandering.
2. Aggregate patterns of mind wandering may mask underlying individual difference. Differences in summary i.e., the “U” shape in Figure 1, decomposes into 3 separate patterns depending on participant’s mastery.
3. Mind wandering is associated with poorer learning (e.g., test performance).

**IVs**

- **Experiment Half:** 1st or 2nd block of studying
- **Difficulty:** Easy, Medium, Difficult
- **Mastery:** Easy, Medium, Difficult

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