

Strategy training enhances memory performance in single task but not in dual tasking: preliminary results

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Research Objectives

This study tests the hypothesis that strategy training improves memory performance in single task. It also investigates whether the effect is observed in dual tasking.

Design/Method

A repeated-measures design was employed. Two groups of participants performed a memory task and a secondary auditory discrimination task individually, and a dual-task which combined both. The experimental group (N=7) were then taught strategies such as association/imagery, while the control group (N=6) received no training. Number of words recalled from a word list and reaction time for the auditory discrimination task were recorded pre and post training.

Results

Following training the words recalled was significantly increased in the single-task condition but not in the dual-task condition. As expected, there was no significant increase in words recalled in either condition for the control group. Secondary task performance was not significantly affected by strategy training.

Conclusions

The use of strategies may contribute to improve memory for simple tasks primarily.