

Benefits of Brief Memory Strategy Instruction with Goal-Setting and Positive Feedback

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Introduction

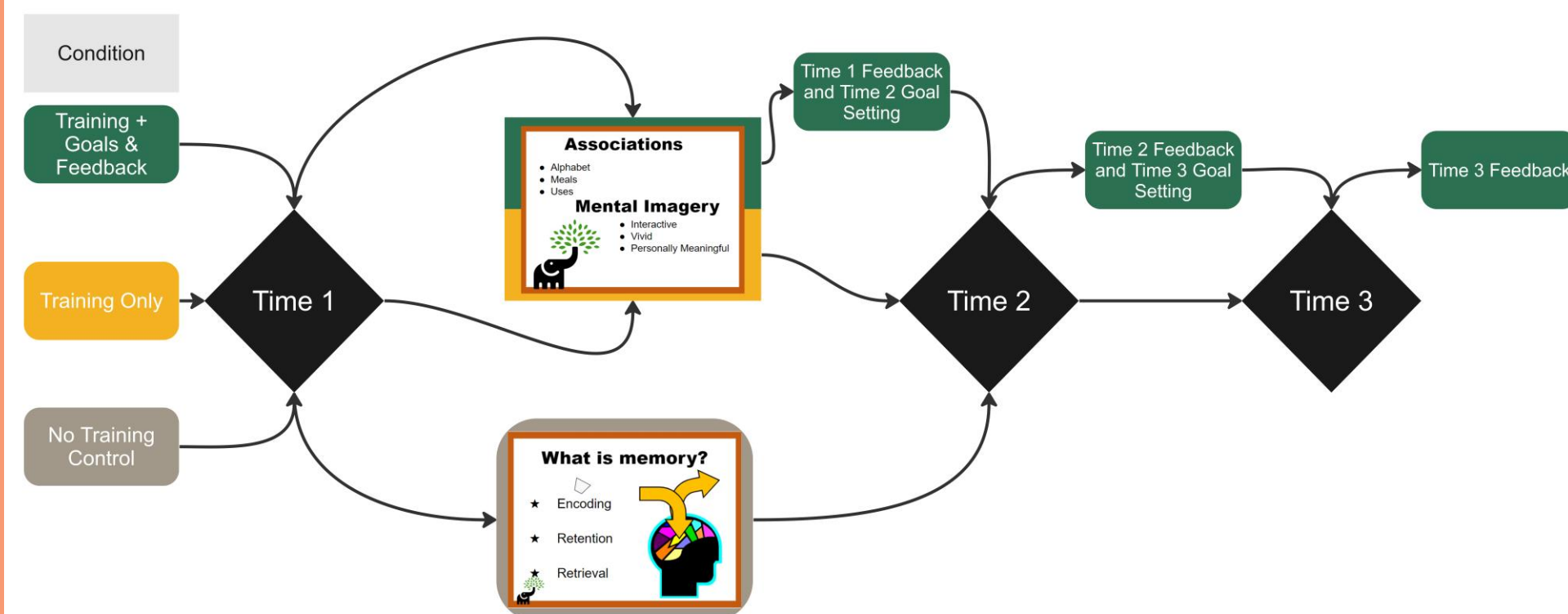
- Memory strategy training can work, but mixed results Gross et al., 2012; Rebok et al., 2013; Hertzog, Wilson, Kramer & Lindenberger, 2009; West & Strickland-Hughes, 2015
 - Multifactorial, beliefs-focused memory training more effective Beaudoin & Desrichard, 2011; Gross et al., 2012; Hertzog & Dunlosky, 2012; Hinault et al., 2017; Strickland-Hughes & West, 2017, 2022
 - Goal-setting and feedback might enhance memory performance West, Dark-Freudeman, & Bagwell, 2009; West, Ebner, & Hastings, 2018; West, Strickland-Hughes, & Smith, 2018
 - Some training included goal-setting and feedback (vs. no training) Hastings & West, 2011; West, Bagwell, & Dark-Freudeman, 2008
- Present Study:** Compare benefits of strategy training *with* and *without* goal-setting and positive feedback to a no-training control

Methods

- **Participants:** $N = 97$ Pacific students over 18 yo. included
- **Design:** 3 Condition (between) \times 3 Time (within) mixed-model
- **Procedure:** 1-hr individual Zoom call, surveys and memory tests
- Random assignment: 1) Training + Goals & Feedback (FB), $n = 34$; 2) Training Only, $n = 31$; or 3) No Training Control, $n = 32$

Measures

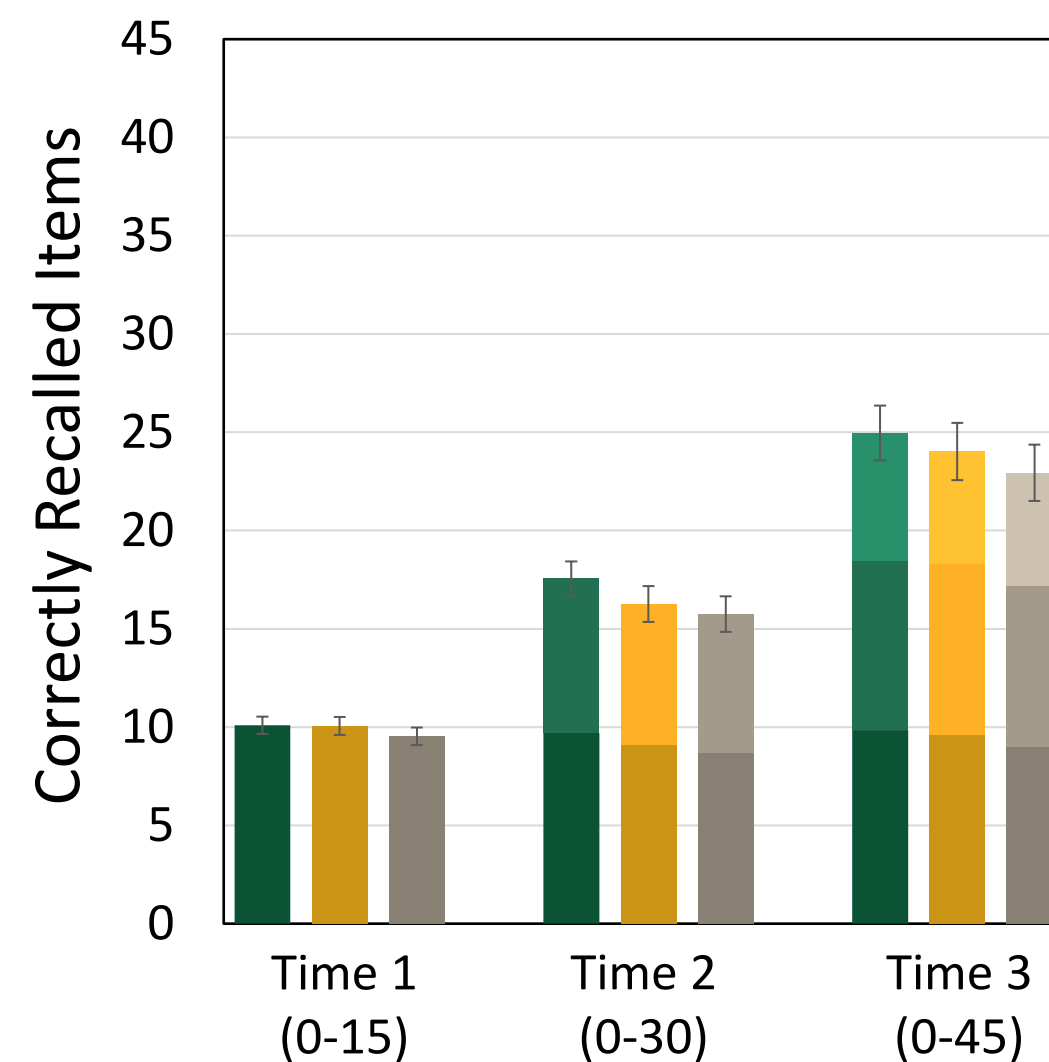
- List recall: Expanding paradigm (15, 30, 45 shopping items) West et al., 2001
- Strategy use: Retrospective checklist with 14 strategies West et al., 2009
- Task commitment: 4-item, 7-point scale, $\alpha_s = .93 - .96$ Klein et al. 2014



Results

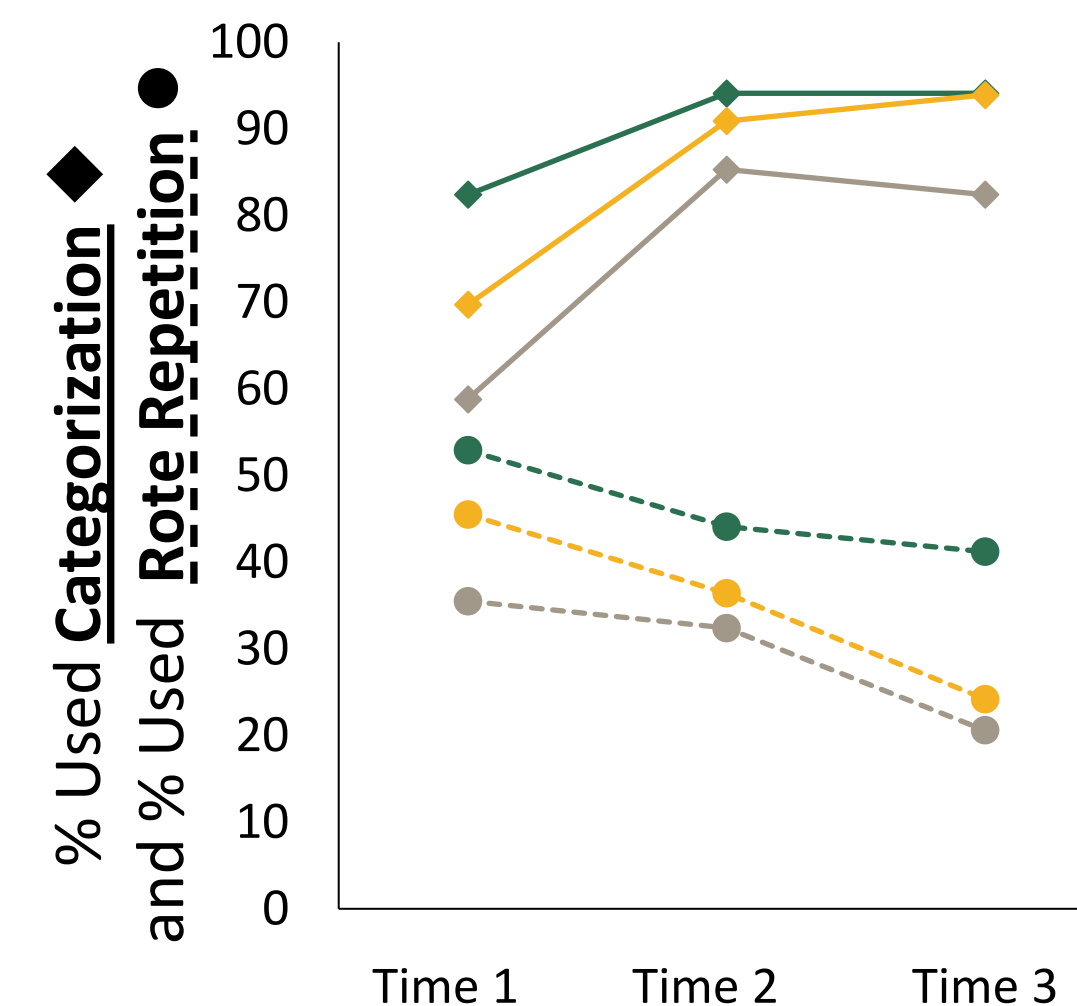
Condition: ■ Training + Goals & FB ■ Training Only ■ No Training Control

List Recall by Condition & Time



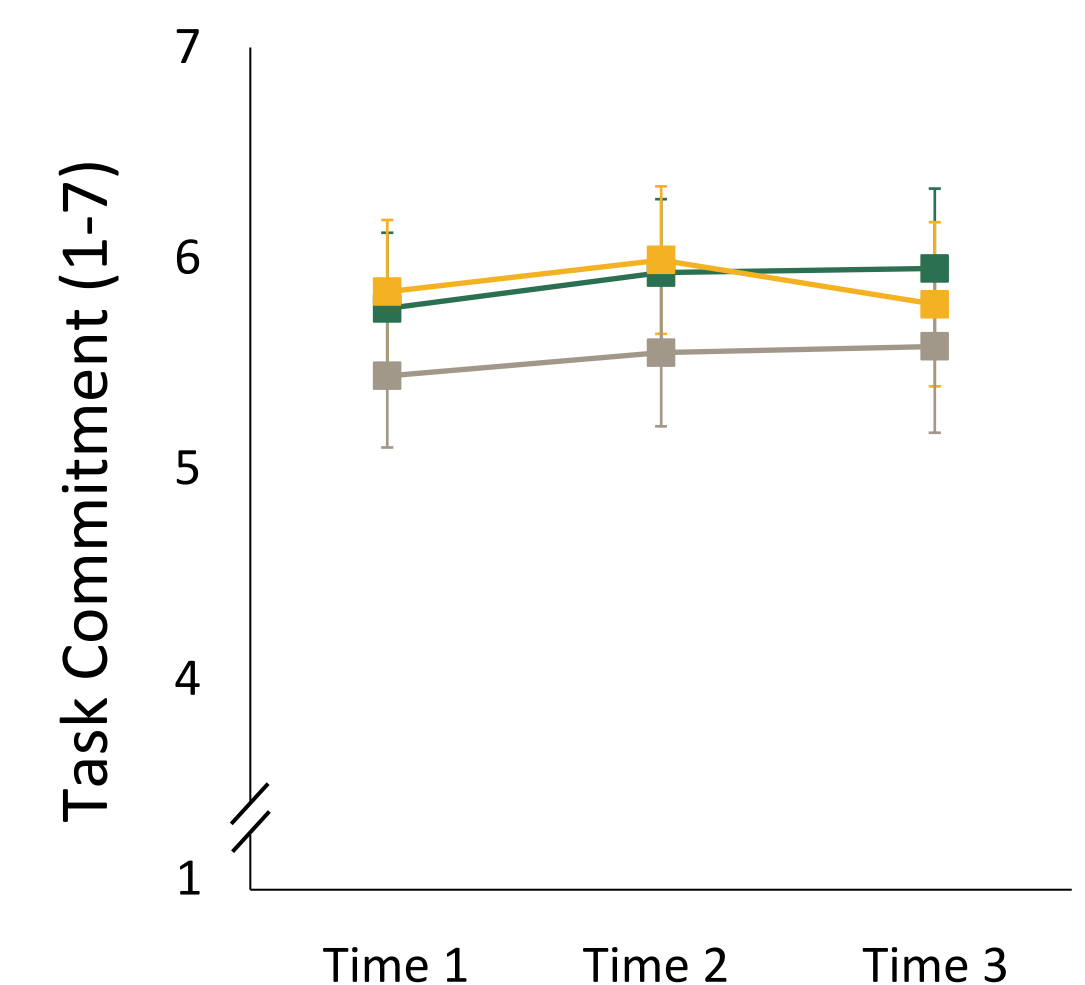
- More words recalled over time (expanding list paradigm) $F(2,184) = 355.31, p < .001, \eta^2 = .791$
- Main effect of Condition & Condition \times Time interaction n.s., $ps > .05$

Strategy Use by Condition & Time



- Use of categorization \blacklozenge at Time 1 related to better Time 1 recall, $t(94) = 4.19, p < .001$
- Increased use of categorization over time, esp. for training groups
- Decreased use of rote repetition \bullet

Task Commitment by Condition & Time



- Time & Condition main effects n.s., $ps > .05$
- Different pattern over time for the groups, $F(2,194) = 2.51, p = .044, \eta^2 = .05$
- Training + Goals & FB: 1 < 2 = 3
- Training Only: 1 < 2 > 3

Discussion

Summary

- No evidence of training impact (w/ or w/out goals) on recall
- Training *might* relate to more effective strategy use
- Setting goals & receiving FB relates to greater commitment

Limitations & Future Directions

- Single session; benefit of task commitment long-term?
- Self-report via Zoom & retrospective checklist (next: coding)
- Student versus non-student samples and different ages?