Abstract

Working memory can influence academic achievement, even though it is not the only component. This article shows research findings that tried to determine the correlation between working memory and academic achievement in freshmen students of a university in Barranquilla. There was not correlation between any of the working memory measures used and academic achievement. These results can be explained through many variables that can affect academic achievement such as, cognition, motivation, emotion and context.

Keywords

Academic achievement, working memory, information processing.