Abstract

A study about the relationship between school experience and memory actions (strategies) and the role of private speech in mediating these actions was conducted. Students from three different levels in adult education were presented with two sets of categorical pictures. Participants were asked to study and recall the pictures. Study subtasks were videotaped and analysed. The analysis focused on the actions employed to memorize the cards (study actions) and to recall them (number of items and clustering in recall, measured through ARC scores). Results showed differences between educational levels in the use of categorization as study action, as well as in recall (both in number of items recalled and in clustering in recall). Some microgenetic changes between phases were also observed. In general, results are consistent with those from a previous study and with findings from cross-cultural research. They show the relationship between experience in activities of formal education and the use of memory (mediated) actions. They also support the idea that the acquisition of memory strategies is not just a matter of age, but of the mastery of the task.

Keywords

cross-cultural psychology, formal education, adults, memory actions, categorization, recall