ABSTRACT

Working memory training is a very popular subject in nowadays literature, but processes that underlie the process of task solving have not been researched much. The aim of this work is to find strategies that are used when solving n-back tasks, and to find out the influence of modality and level of abstraction on the performance and choice of strategies.

For these purposes the training program NBack Campaign was chosen. In this study participated 23 children from 12 to 14 years old, because children of this age have not been researched much. The participants were presented with visual and auditory tasks with different levels of abstraction. With some of the participants were conducted semistructured interviews.

Statistical analysis showed the modality effect on performance. The effect of the level of abstraction on performance was shown only in visual tasks. Furthermore, the strategies that corresponded with modality and level of abstraction were identified.

KEYWORDS

N-back, strategies, modality, abstraction, working memory training