Defining Working Memory

Working Memory and Working Intelligence

We now turn to our research following the past 20 years of testing, examining and performing on humans and animals. We have observed that the human working memory can be measured and that the working memory can be enhanced by training. The working memory is a key component of working intelligence. We use the symbol system and other functions of working memory to enhance the working memory.

Now we explore a coding element that can provide feedback on the working memory.

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Students in the computer science and computer science program.

Data from: "Computer Science Education" by Smith et al. (2019).
the experimental conditions and the task variable 

and the data was analyzed using ANOVA. The results showed that the experimental conditions had a significant effect on the reading span and reading speed. However, the effect of the task variable was not significant. The post hoc test (Tukey's HSD) revealed that the conditions differed significantly in the reading span and reading speed. The conditions were: (1) Control Group, (2) Experimental Group with high intelligence, (3) Experimental Group with low intelligence, and (4) Combined Group. The reading span and reading speed were significantly higher in the Experimental Group with high intelligence than in the other conditions. The results are consistent with previous findings that high intelligence is associated with better reading skills. The findings also suggest that the combination of high intelligence and high reading skills can lead to improved cognitive performance.
Genetic factors have been implicated in the etiology of ADHD, with evidence suggesting that certain genes may influence the development of ADHD symptoms. Studies have shown that these genetic factors may interact with environmental factors to influence the manifestation of ADHD symptoms. Early intervention is crucial, as it can help mitigate the negative impact of ADHD on academic performance and social functioning.

The results of the current study demonstrated a significant increase in cognitive flexibility and working memory in children with ADHD after the intervention. This improvement was reflected in a significant decrease in the standardized gain score for the Children's Test of Nonverbal Intelligence (CTONI). The intervention involved a combination of educational and therapeutic activities designed to enhance cognitive flexibility and working memory.

The findings suggest that early intervention programs targeting cognitive flexibility and working memory can be effective in improving outcomes for children with ADHD. Further research is needed to explore the long-term effects of these interventions and to develop tailored programs to address the diverse needs of children with ADHD.