

# Mapping the Effects of Cognitive Load and Delay on Serial Recall Joseph Glavan<sup>1</sup> Joseph Houpt<sup>1</sup> Valérie Camos<sup>2</sup> Pierre Barrouillet<sup>3</sup> <sup>1</sup>Wright State University <sup>2</sup>Université de Fribourg <sup>3</sup>Université de Genève

### **Simulation Study Goals**

- Use a computational process model to explore how the temporal dynamics of a complex span task affect the observed WM capacity.
  - Increasing the Post-Target Delay (PTD) should increase time for consolidation and thus mean WM span.<sup>1</sup>
  - Increasing the Post-Distraction Delay (PDD) should also increase WM spans but maybe less effective than increasing PTD.
- Adding a one-time Pre-Recall Delay (PRD) should increase WM spans if free but decrease them if filled by cognitive load.
- Clustering cognitive load should affect WM spans differently than when evenly spaced.<sup>2</sup>
- Identify which task conditions are most promising for testing in human participants.

## **Time-Based Resource-Sharing<sup>3</sup>**

- Maintenance and processing require attention.
- Attention can only be deployed to one thing at a time (central bottleneck).
- Items in the focus of attention gain activation, while all others decay with time.



# **Computational Process Model**<sup>4,5</sup>



• ACT-R<sup>6</sup> model that uses declarative memory retrievals to perform attentional refreshing whenever the central bottleneck is free.







- WM spans monotonically increase with more consolidation time (PTD).

# **Effects of Delayed Recall**



- Monotonically increasing benefit of one-time free delay before recall.

WM spans non-monotonically increase with PDD. Apparent benefit for load immediately before recall.



Increasing a one-time filled delay before recall reduces WM spans.

Positive effect of load immediately before recall.

1.	De Scl memo
2.	De Scl preser
3.	Barrou workin
4.	Barrou memo
5.	Glavar compu rave.ol
6.	Glavar sharing <i>on Co</i> g
7.	Anders Press.



UNI Fr



UNIVERSITÉ

UNIVERSITÉ DE FRIBOURG UNIVERSITÄT FREIBURG

#### **Cognitive Load Effects**



Continuous block of load improves WM spans over multiple, evenly spaced episodes. Slight advantage for earlier block of load. • Present in intermediate conditions.

### Discussion

 Model parameters are under-constrained but the qualitative patterns help us to understand the effects of delay and cognitive load on recall. As expected,<sup>1</sup> free delays improve WM spans. • In contrast to the standard TBRS theory,<sup>3,4</sup> the model predicts asymmetric effects on WM spans from clustering cognitive load.

Model favors initiating recall immediately following a period of load.

• Gives temporal inhibition time to relax. There are potentially many interactions among these task variables so in the future we will use the model to identify when they tradeoff and which combinations mimic others in order to maximize the power of our human studies.

#### References

chrijver, S., & Barrouillet, P. (2017). Consolidation and restoration of memory traces in working pry. Psychonomic bulletin & review, 24(5), 1651-1657.

hrijver, S., & Barrouillet, P. (2016). Consolidation and refreshing in working memory. (Poster nted at the 57<sup>th</sup> Annual Meeting of the Psychonomics Society)

uillet, P., Bernardin, S., & Camos, V. (2004). Time constraints and resource sharing in adults' ng memory spans. Journal of Experimental Psychology: General, 133(1), 83.

uillet, P., Portrat, S., Camos, V. (2011). On the law relating processing to storage in working ory. Psychological Review, 118 (2), pp.175-92.

in, J. J. (2017). Exploring the time-based resource-sharing model of working memory through utational modeling. (Unpublished master's thesis). Wright State University. (http:// hiolink.edu/etdc/view?acc\_num=wright149609967802364)

in, J. J. & Houpt, J. W. (2018). An integrated working memory model for time-based resourceng. In I. Juvina, J. Houpt, & C. Myers (Eds.), *Proceedings of the 16th International Conference* ognitive Modeling (pp. 19-24). Madison, WI: University of Wisconsin

rson, J. R. (2007). How can the human mind occur in the physical universe? Oxford University