Abstract

Ninety-six students in each of four age groups between the ages of 7 years and 22 years were studied in a Chinese list learning test, which presented 16 Chinese words in random and blocked conditions respectively. Amount of learning and organizational strategy of learning were found to be better in older age groups and in blocked condition. Age-related differences in learning rate were found to interact between groups and conditions. Faster learning rate with increasing age were found in random condition only. Effect of blocked presentation on learning rate was not equally effective among students, in which primary students received the greatest improvement in learning rate. There were also age-related differences in recognition-free recall discrepancy, indicating that younger age groups suffered more retrieval problem which was supposed to be one possible account for the developmental differences in free recall.