**Kheiry, H., Moghtader, L., & Asadi Majreh, S. (2024). The Effect of Cognitive Empowerment on Processing Speed, Working Memory, and Visual-Motor Coordination of Children with Mathematics Learning Disorder.  Journal of Applied Psychological Research.**

**Overview of Research Topic**

The study analyzes the impact of cognitive empowerment on the performance of other critical aspects of memory, such as the speed with which information is processed and motor skills. The goal of the study is to assess the overall effectiveness of cognitive empowerment on overall memory health.

**Issue Being Addressed**

The study aims to investigate the effectiveness of cognitive empowerment strategies on the overall memory performance of children. Based on the findings, it will be possible to recommend cognitive empowerment practices for children who may be dealing with one or more forms of cognitive disability.

**Methodology**

The study uses an experimental research design, where one group of sampled participants is subjected to cognitive empowerment, while the other is not. An assessment is then made of key aspects of their cognitive performance, including memory processing speed and motor coordination.

**Participants**

The sampled participants included 30 children, who were recruited through a school program serving children with special needs.

**Hypothesis**

The main hypothesis of the study is that cognitive empowerment is generally associated with improved cognitive and memory performance.

**Results**

The findings of the study show cognitive empowerment initiatives are effective in improving memory performance. This generally implies that schools serving special needs children should use them more.

**Limitations**

The study uses a small sample population and only evaluates one strategy of cognitive empowerment. The use of a larger sample size and the inclusion of more methods can lead to more comprehensive findings.

**Participation**

I would have participated in the study due to the value its findings can have on special education.

**Topic**

The study analyzes aspects of cognitive development, which are closely related to part of what was covered in the coursework.

**Application to Everyday Life**

The study highlights the value of cognitive empowerment strategies and how they can improve overall memory performance.

**Cuijpers, P. (2025). Preventing the onset of depressive disorders: State of the art and future directions.  Current Directions in Psychological Science, 34(1), 51-56.**

**Overview of the Topic**

The study analyzes strategies that can be used to prevent symptoms associated with depressive disorders. A variety of preventive strategies are analyzed to gauge their overall effectiveness.

**Issue**

The goal of the study is to identify the most effective strategy that can be used to prevent depressive disorders. Groups of strategies such as universal, selective, and indicated are analyzed in terms of their strengths and weaknesses to determine how effective each is.

**Methodology**

A systematic review is carried out to evaluate the effectiveness of different preventive methods for depressive disorders. Aspects of each method, such as the risk associated with it and its overall impact, are evaluated using studies that have analyzed them in detail.

**Participants**

The study analyzes research studies that analyzed the effectiveness of each of the three methods used to prevent depressive disorders. Participants in selected studies participated willingly in experiments carried out to evaluate each method.

**Hypothesis**

The goal of the study was to evaluate the impact each preventive strategy for depressive disorders has on patients. Based on the findings, the strengths and weaknesses of each method were evaluated in detail, and an analysis was made on the most ideal situations where they can be applied.

**Results**

The findings showed that each method is best applied to certain situations or patients who stand to gain the most based on their risk profile and symptoms they may be experiencing.

**Limitations**

The study mainly relies on secondary data, which may not entirely be accurate. An experimental study that evaluates each method in detail can provide more comprehensive conclusions.

**Participation**

I would be willing to participate in a study that evaluates each method due to the value this can have on people dealing with depressive disorders.

**Topic**

The study analyzes aspects of cognitive development and health, which are closely related to parts of the coursework.

**Application**

The findings of the study can be practically applied in trying to identify effective ways of preventing depressive symptoms.

**Schäfer, J., Reuter, T., Leuchter, M., & Karbach, J. (2024). Executive functions and problem-solving— The contribution of inhibition, working memory, and cognitive flexibility to science problem-solving performance in elementary school students. Journal of Experimental Child Psychology, 244, 105962.**

**Overview of the Topic**

The study analyzes the value of cognitive flexibility and working memory on the ability of learners in elementary schools to solve problems. The goal of the study is to analyze the role of each factor in detail and how it impacts learning.

**Research Issue**

The study investigates the role of executive functions on the problem-solving ability of elementary school students. Executive functions are usually impacted by a number of factors, including working memory and cognitive flexibility.

**Methodology**

An experimental research design is used to evaluate the impact of each key variable on the overall problem-solving skills of sampled learners. 478 learners are included in the study.

**Participants**

The participants mainly included targeted learners who were recruited by contacting their caregivers. Participation was free and was based on informed consent.

**Hypothesis**

The study intends to show that executive functions, through their different components such as working memory, inhibition, and cognitive flexibility, impact the problem-solving skills of targeted learners. The findings can be used to design more effective teaching strategies.

**Results**

The study shows that cognitive flexibility and working memory generally played the most profound role in influencing problem-solving skills in the target population. The findings can be applied in the identification and application of appropriate teaching strategies.

**Limitations**

A key limitation of the study was the fact that aspects of working memory analyzed were generalized to a single variable when, in fact, multiple variables could be analyzed. A more detailed study that considers all key variables may be more insightful.

**Participation**

I would have participated in the study due to the implications it can have on learning and child development.

**Relation to Course Content**

The study analyzes memory and how it influences different aspects of life, which is part of the coursework.

**Application to Everyday Life**

The study can be used to identify ideal teaching strategies for elementary school learners.

**Bainbridge, W. A., Chamberlain, R., Wammes, J., & Fan, J. E. (2025). Drawing as a means to characterize memory and cognition.  Memory & Cognition, 53(1), 1-5.**

**Overview of the Topic**

The study analyzes the extent to which drawing can be used to improve cognition. While drawing has been known to improve creativity, the study analyzes the extent to which this can be beneficial to learners.

**Issue Being Addressed**

The goal of the study is to demonstrate that drawing can have benefits for cognition. By integrating multiple processes, drawing generally improves memory performance.

**Methodology**

The study carries out a systematic review of studies that analyze the impact of drawing on different aspects of memory.

**Participants**

The study analyzes peer-reviewed journals that used an experimental research design, with participants taking part willingly based on best practices in research on human subjects.

**Hypothesis**

The study intended to show the overall benefits of drawing on cognition and, as a result, influence learning strategies that schools have in place.

**Results**

The findings show that drawing does indeed improve cognition.

**Limitation**

The study overly relies on secondary data that cannot be verified. The use of an experimental design in future studies can lead to more detailed information.

**Participation**

I would have participated due to the value of the research.

**Relation to Course Content**

The study analyzes strategies that can be used to improve memory.

**Application**

The findings of the study can be applied in the identification of effective teaching strategies.