participants were divided into young, middle-aged and older learners and were randomly assigned to the three age-variations. The 3x3 design was analyzed comparing all 9 groups and focussing on the high- vs. low-congruence condition. The one-way ANOVA showed a superiority of the age-congruence condition: participants of all age-groups who learned with a model of their own age group showed a higher increase of applied knowledge ($p < .05$). Additional repeated measurement ANCOVA analyses showed a main effect of training gain, an interaction between learning success and pre-training knowledge and another between learning success and age-congruence. We further revealed a three-way-interaction between pre-training knowledge, age-congruence and learning success: learners who observe an age-congruent model benefit more than learners who observe a non-congruent model, and this effect is stronger for learners with a low level of previous knowledge than for those with a high level (all $p < .01$). Findings show that the effectiveness of BMT can be increased by observing an age-congruent model. This variation could easily be implemented in an e-learning training but might also be beneficial for other BMTs. Implications are discussed in terms of age adaptive vocational trainings.

Keywords: *age, behavior modeling, vocational training*

Do you have better verbal memory if you have better musical ability and musical intelligence?

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The current study investigated whether better musical ability and better musical intelligence were related to better verbal memory, based on the findings that musicians have larger left Planum Temporale that is also involved in one's verbal memory. Forty-one undergraduates participated in a musical ability test that examined pitch discrimination, rhythmic and melodic patterns identification and music reading. Musical intelligence of multiple intelligence and verbal memory were also examined. Participants were then divided into high- and low- ability groups based on their overall musical ability, their ability to discriminate pitch, to identify music pattern, to read music, and their musical IQ. Results showed that participants with formal music training were better in pitch discrimination, music reading and musical IQ. However, they did not perform better than their counterparts who received no musical training in verbal memory. Further analysis illustrated that participants who had high ability in their overall musical ability, pitch discrimination, pattern identification, music reading and musical intelligence did not have better verbal memory than their low-ability counterparts. None of the musical abilities correlated significantly with verbal memory. It was concluded that music training, though can improve individuals' musical ability and musical IQ, does not necessarily result in better verbal memory. The sensitivity of the music test used might provide insights on the current findings. The relationship between musical ability and verbal memory requires further investigation. Practical implications of music in various cognitive tasks were discussed.

Keywords: *verbal memory, musical ability, musical ability*

Does increasing awareness promote changes in behavior? A study of injunctive normative influence on littering behavior

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The present experimental study examines the extent to which participants are persuaded to assume prosocial nonlittering attitudes, behavioral intentions and behavior following exposure to media with different injunctive normative messages. Initial attitudes towards littering, awareness of the littering "problem", and demographic variables were collected to test for moderation. 204 participants were randomly assigned to view one of three