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QALMRI

“Retroactive Inhibition of Connected Discourse as a Function of Practice Level”

Question: What was the broad question? What was the specific question?

- Broad: How much does practicing something effect recall?

- Specific: Does the amount of learning practice impact retroactive inhibition?

Alternative hypotheses: What were the hypotheses?

- As amount of practice in interpolated learning decreases, retroactive inhibition will increase

- As original learning practice increases, retroactive learning will decrease.

Logic: If hypothesis 1 was true, what was the predicted outcome? What was the predicted outcome if hypothesis 2 was true?

- The more a participant practices IL, the fewer words they will be able to recall

- The more original learning increases, the more words they will be able to recall

Method: What was the experimental design?

- factorial design

- Participants were presented with four pairs of sentences to learn

- one pair was practice

- first passage of each pair was for original learning

- second passage of each pair was for interpolated learning

- Degrees of OL = 3 (2, 4, 8 trials)

- Degrees of IL = 3 (0, 4, 8 trials)

- procedure

- warm-up color guessing

- instructions for serial anticipation

- assigned number of OL trials

- assigned number of IL trials (IL 0 was another color guessing activity)

Results: What was the pattern of data?

- Both variables increased recall

- RI decreased as a function of increasing OL and decreasing IL practice

Inferences: What can be concluded about the hypotheses based on the data? What can be concluded about the specific and broad question? What are the next steps?

- The data supports the hypotheses

- Original learning is more effective than interpolated learning when it is connected discourse

- Original, or exploratory learning has better results for recall than repetition based memorization techniques