

Attention & Consciousness – Feb 6

Began class with details on exam. Posted on canvas.

If you have an alternative exam time, you should have received an email about it already.

I. Began with Part IV of the Feb 1 outline, which is repeated here

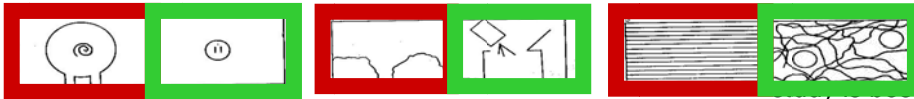
Feb 1, Part IV. PREVENTING FORGETTING (IMPROVING MEMORY)

Counteract both types of forgetting: enhance _____ and practice _____

Must first get the information _____ and then practice getting it _____

A. Enhance encoding:

1. Must do active _____ processing. Just reading is not enough, you need to
Think about what you are reading
2. Create _____ during encoding. 55% vs. 92% correctly paired if add meaning



- massing study (cramming) – feel that know, but is short term
- space out with increasing times between study
- part of the rationale behind weekly textbook tests

B. Enhance retrieval:

1. Practice retrieval, i.e., _____ yourself (test from LTM not STM)
 - another part of the rationale behind weekly tests

Hogan & Kintsch (1971)

Day 1 trials	recall	Day 2 test	recognition
Study, study, study, study			
Study, test, test, test			

Study trials enhance _____; Test trials enhance _____

2. Use context effects--mentally _____ situation & mood at study
3. Use _____ devices (peg-word, make a story, acronyms)

Recall the grocery list.

1 is a bun	3 is a tree	5 is a hive	7 is heaven	9 is wine
2 is a shoe	4 is a door	6 is a stick	8 is a gate	10 is a hen

The peg-word system--Can reuse over and over.

How does the peg-word system and other mnemonics work?

Mnemonic devices work because they encourage _____ processing and provide organization/_____ cues. They help both _____ and _____.

The SQ3R study method also encourages both _____ and _____

Survey, Question, Read, Retrieve, Review

The publisher's textbook quizzes and flashcards and the instructor study guides are designed to help you with testing yourself during study.

Study _____ are another great testing tool.

4. What makes for good memory?

Take Home Message: The way to improve memory is through _____ processing;

THERE IS NO SHORTCUT! ☺

II. INTERACTIONS BETWEEN LTM AND WM/STM

began with a short activity requiring retrieving information from LTM

A. What's going on? _____ Priming effects illustrate the interplay between LTM and WM/STM; whatever is active in _____ influences what is retrieved from _____.

"oke" plus _____ = _____

Similar to the _____ and _____ distinction from perception.

What we become aware of is the percept. _____ is a component of WM/STM.

B. _____ processing — processing that appears to occur without our awareness (i.e., it appears to be _____)

Tasks become 'automatic' through repeated, _____ processing.

This causes them to become well _____ in LTM.

Once they are _____ from LTM into STM/WM, the component parts are executed with little _____.

"Automatic" processes seem to be "unconscious", but better described as highly _____

If we try to become _____ of or think about them, the process is disrupted.

C. What about Myers use of automatic?

Doesn't fit prior slides, which reflect how automaticity is _____. How it is learned.

When Myers uses the term automatic, he means without conscious attention _____. But, the fact is that _____ processing was needed first.

Effortful processing means with _____.



D. Attention

Last week in the A & S model we considered attention as a control process that _____ information into WM/STM and _____. When considering what determines the selection we said _____ salience, but there is also _____ salience.

Example: 12 rapidly flashed items Too much information to attend to it all.

Repeated with instructions to look for a single item, which can now be seen. Why?

In addition to the Bottom-Up information in the pictures, you had a _____ or Top-Down cue to aid your _____ attention.

The item “grabbed” your attention. expectancy for item (top-down) + features of item (bottom-up) = selective attention to the item.

It makes it into WM/STM. You become _____ of it and can remember it.

Only attended items that make it into WM/STM are _____.

_____ Blindness – another example that only attended information is remembered.

2 short demonstrations. You must _____ to the change to notice it.

E. The Two-Track Mind: System 1 and System 2

Myers uses the two types of processing (automatic and effortful) to introduce the

_____ - _____ mind. Discussed in cognitive psychology as System ____ & System ____

System 1 is basically LTM, an associative memory network. It is everything that you _____.

Concepts in this network can be _____ by sensory information (BU, the proximal stimulus). But, the activation _____ to related concepts (this is priming).

The activation spreads _____ and in _____. There is no voluntary control

The activation in System 1 is the _____ to System 2

— the Central Executive of Baddeley’s WM.

System 2 is your _____ system. It is limited in capacity, _____, and _____. There is

a sense of voluntary control.



Bananas and Vomit

Did you have a response? Was it intentional? You can experience the response & then

_____ it. System 1 is _____ and _____.

System 2 is _____ and _____ (effortful).

System 2 believes it is in control, but System 1 is providing constant input. Another view of the constant interaction between LTM and WM/STM.

III. TWO FINAL TOPICS

A. Memory for pain

Memory for pain illustrates that memory is a re-constructive process -- Memory for pain does not take into account

_____. Who had a more painful experience?

“objective” rating is total area under the curve-the total _____

Afterwards, told to think about the duration and intensity and integrate give a single _____

reflecting the _____ of experienced pain. These subjective ratings did NOT reflect

the total experienced pain. The ratings followed the: _____ - _____ rule –

the rating is predicted by the average of the peak and the end – and duration _____ matter.

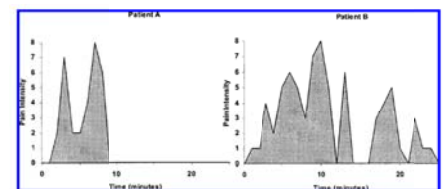


FIGURE 9. Pain intensity reported by two colonoscopy patients.

peak-end rule – for A is $(8+7)/2 = 7.5$ for B is $(8+1)/2 = 4.5$

total duration did not matter – _____.

The memory of a painful experience does NOT represent the total experienced pain.

An experiment: Two groups of colonoscopy patients:

1. Normal examination
2. Doctor leaves instrument inserted, stationary for a minute after the exam is over

Patients more satisfied in the second condition

Discomfort was longer but they _____ it as being less painful

B. Are there subliminal influences on behavior?

1. Our Survey Results

Survey shows strong belief that subliminal messages would _____ affect behavior.

The _____ will ask - Do they? What is the evidence?

What does subliminal mean? sub = _____ limen = _____

Subliminal effects are from stimuli presented below the threshold of conscious detection

Belief in subliminal effects assumes a _____ unconscious.

2. The Psychodynamic Unconscious

- a. Only a small part of the mind is conscious; most of the mind is unconscious.

The unconscious mind is _____ --a common view based in part on _____'s ideas

- b. The unconscious mind is _____ to sensory/perceptual inputs than is the conscious mind.

3. Subliminal Tapes

The claim of the subliminal tape/CD/MP3 industry—if one opens one's unconscious mind to _____ suggestions to change behavior, then behavior _____ change.



An Empirical Study -Greenwald, Spangenberg, Pratkanis, & Eskenazi (1991) Psychological Science

- a. Improve your self-esteem and improve your memory tapes were purchased
- b. _____ half the labels; _____ study with 4 groups:
Memory tape with memory label Memory tape with self-esteem label
Self-esteem tape with self-esteem label Self-esteem tape with memory label
- c. people listened daily for 5 weeks to tapes
- d. Measured actual memory and self-esteem _____ & _____ listening. Also measured _____ change.

For simplicity, we'll consider results only with the memory test.

If the memory tapes work, what should happen to memory scores after listening to the memory tapes? _____ Should there be a perceived change in memory? _____
Should the label matter? _____ What should happen to memory for those listening to the self-esteem tapes? _____ Should the label matter? _____

e. The results:

Actual Change in Memory		Perceived Change in Memory		LABEL ON TAPE
High	Low	High	Low	
% CHANGE		CHANGE		Self-Esteem 
				Memory 
Low	_____	Low	_____	
	MEMORY SELF_ESTEEM		MEMORY SELF_ESTEEM	
	TYPE OF TAPE (as purchased)		TYPE OF TAPE (as purchased)	
	_____		_____	
	_____		_____	

f. Evidence for Subliminal Effects? _____ empirical support.

Changes were in _____ rather than actual memory (Note: The same was true for self-esteem measures);

Changes matched the tape _____ not the tape _____

The labels produced a _____ effect.

Results showed that if the system cannot _____ the information, there is _____ . Truly sub-liminal, by definition, is perceptually ineffective

Repeat Take Home Message: _____ !