

Memory: Accuracy – Feb 1

Began class with details on exam. Posted on canvas.

ALL EXCEPTIONS TO THE NIGHT EXAMS MUST BE APPROVED BY NOON TOMORROW (FRIDAY).

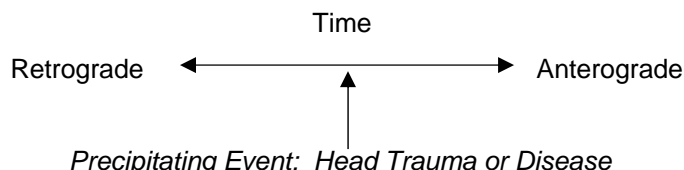
I. REFINEMENTS OF LTM - continued

A. Amnesias and Explicit vs. Implicit Memory

Amnesias show that different _____ systems are involved.

Explicit memory requires _____.

Retrograde and Anterograde Amnesia



Retrograde amnesia is forgetting events that occur _____ the trauma.

Anterograde amnesia is forgetting events that occur _____ the trauma.

Video clip of E.P., a person with anterograde amnesia from hippocampal damage.

Problem is in forming new _____ memories, but can form new _____ memories;

Tower of Hanoi Studies: anterograde amnesiacs

show normal _____ memory, but have no _____ memory of doing the task.

II. ERRORS IN LONG-TERM MEMORY--How accurate is memory?

A. Memory is often portrayed as a _____.

Clip from Paycheck.

Basis for the belief that hypnosis will allow forgotten memories to be recovered. Does it?

_____. Some _____ new items are reported, but even more _____ incorrect new items. Plus, easily influenced by _____.

For these reasons, testimony from hypnosis not allowed in most _____ situations

There is NO evidence for a complete, accurate memory.

Memory is _____.; built out of retrieved bits and pieces.

B. Another Recall Task--Recall the list when instructed

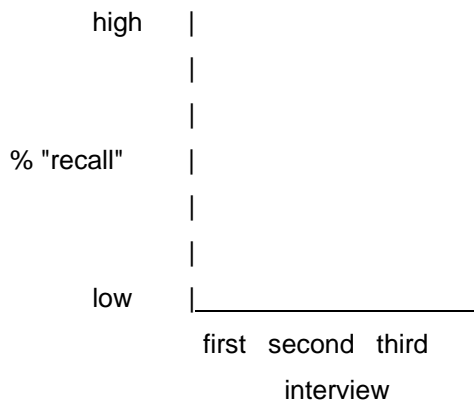
The Deese Effect—"_____ " memory—top 15 associates to _____ word

C. Source monitoring: being able to determine where a memory came from (its _____)

Source _____: attributing a memory to the wrong source or remembering as _____ an event that read about or heard or imagined

Mildly “traumatic” false memories can be created in the lab by repetition and _____

Hyman & Pentland (1996)



Instructions
vivid _____
will help recall
VS.
sitting quietly will help recall

_____ amnesia-
Forget the "real" source of the
"memory".

D. The _____ effect: incorporating _____ presented information into memory for an earlier event.

Loftus & Palmer (1975) : Eyewitnesses reconstruct memory when questioned.

Was there any broken glass? Control = _____ Smashed = _____

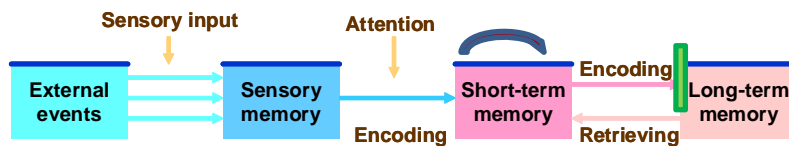
E. A Take Home Message: Memory is _____

We can falsely and confidently " _____ " things that never happened.

III. FORGETTING FROM LTM: WHY DO WE FORGET?

A. Forgetting as Encoding _____

1. Information never _____ LTM; pennies example: The features of a penny do not undergo _____ processing—so they are NOT encoded into LTM



2. Can we learn while we sleep? _____ Why? The information is not _____ into LTM.

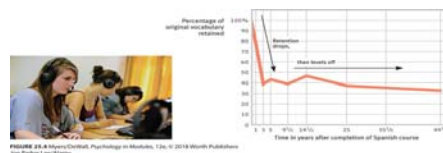
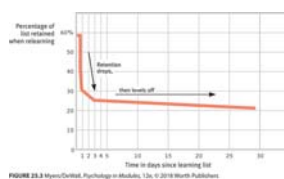
Phone conversations; Alarm clock; Fleeting dream recall

That is, sleep-related memory failures are due to lack of _____

B. What about when information has been encoded into LTM?

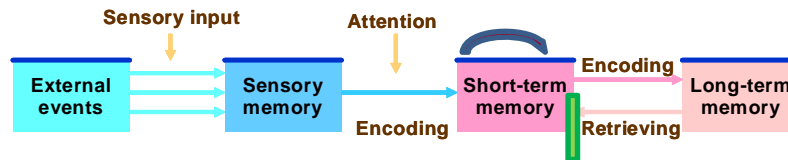
Forgetting is _____ and then levels off.

Figures 25.3 and 25.4 both show this pattern.



Causes of forgetting from LTM

Forgetting as _____ failure —it's there (_____) but cannot get it out;
something is _____.



1. Two types of interference- text explains Retroactive vs. Proactive in terms of attic analogy.

_____ active interference- _____ acting. New information blocks access
to old.

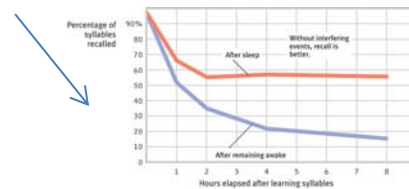


FIGURE 11.6 Myers/DeWall, Psychology in Modules, 12e, © 2018 Worth Publishers
Data from Jenkins & Dallenbach, 1924.

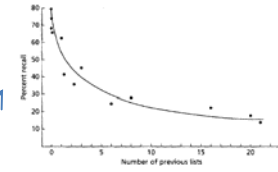
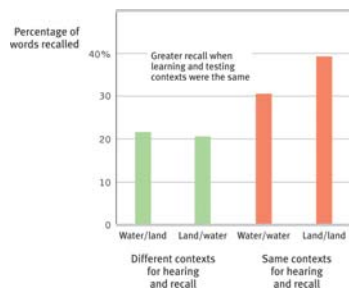


Figure 11.3 Proactive interference. Recall of a list learned 24 hours earlier as a function of lists learned previously. (Adapted from Underwood, 1957.)

_____ active interference- _____ acting. Old information blocks access
to new.

_____ help. _____ of the _____ state is an example.

2. _____ can affect retrieval.

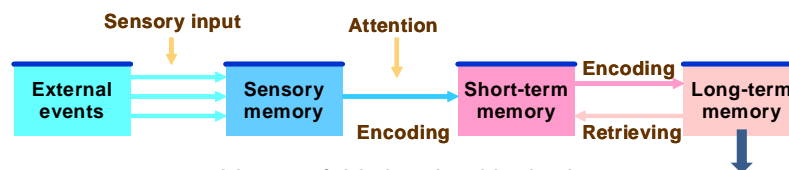


Context effect in retrieval - Godden & Baddeley (1975)

Retrieval is better when the _____ and
_____ contexts _____.

The context acts like a _____ cue.

C. Forgetting as _____ failure or decay. Does information fall out of LTM?



Very _____ evidence of this in a healthy brain.

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		Day 2 test	
	recall		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! ☺