COGNITIVE PSYCHOLOGY (CH6)

Forgetting

- Forgetting is useful
  - Forgetting what is an author of the painful memories
  - Forgetting what is the phone number of a former lover
  - Without forgetting no information what we have learnt found it more useful to forget specific details and focus on the overall gist or message
  - Forgetting is a sign of a healthy memory, it means we can generalize experience rather than a single event. Impossible for our brain to deal with all information we encounter in our lifetime
  - No **Digital Native** wants information that is useless to us. If you learn to drive you can drive the driving years later without practice. But you don't remember everything you have studied in the 1st year
  - Forgetting is what research is about (the hundred memory)

Forgetting Rate (FR): Meaningful vs. Meaningless

Displacement: short-time memory have a limited size and when it reach their limits it replace what is already there

Decay: or rather there is there in memory (Yes, not forgotten!) Disappear

- Schoolteacher experiences
- Knowledge loss of information when is not cooked
- Use it or lose it
- Let's take for example a wardrobe, you have it due to 15 years remember not for specific wardrobe but only what was about

Stay Awake and Sleep: All of it are valid in some way

Experiment given people a set of images (6, then 11 and then 21) and all they saw a repeated image and in which was the 1st, 2nd, 3rd and 4th time they saw it. Results show the graph that you see in the photographs is not good. 5 milestone

Interference: when information that is like it and throw up the rest(the, the last number you learnt, remember interference rate) Interference, retroactive interference that should have been stated in curb. Revised

Forgetting

Retrieval

Encoding

Retrieval Failure: Information is there but we are unconscious

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Retrieval Failure: Information is there but we are unconscious (Tip of the tongue) or we have learnt it but we don't remember it anymore (Tip of the tongue)

Sensory store

Short-term store (STM)

Long-term store (LTM)

Sensory store: Very little information is kept for long time. Most information disappear, only what we pay attention to is kept. Information is kept in sensory memory for a few seconds. Sensory memory is a temporary storage system

Short-term store: Information is kept for a few seconds. Information is lost if not rehearsed. Information is kept in short-term memory for a few seconds. Short-term memory is a temporary storage system

Long-term store: Information is kept for years. Information is kept in long-term memory for years. Long-term memory is a permanent storage system

Different store for each modality (sight, sound, touch, smell): Iconic memory and auditory echoic memory

Limited capacity (7±2 objects): Representation of which are also organized in chunks

Observer-centered: Not the stimulus, but the representation of the stimulus

Auditory: duration lasts longer than visual memory, it depends on the time to understand what a person's saying

Representation that fall on the eye of two objects. Even if I see this object from another point of view the representation is the same. Iconic Memory lasts 1 second. Echoic lasts 2 seconds. Iconic Memory is the others 30 seconds

Representation of which are also organized in chunks

Representation of which are also organized in chunks

Sign: from an image, conceptual or representation

Multi-Store Model

The only way in which information goes into long term memory is via sustained by attention

How we learn experiment

Retrieval

Working Memory Model

Chunking: the ability to chunk the information in different ways, it improves the ability to store information. Chunking is a process of finding underlying regularities. The better you are at chunking, the more you will naturally have a meaning

Can be influence by top-down information, meaning you by to chunk a strong you do it in a way that will naturally have a meaning

You know better the first or the last letters (skip the one in the middle)

Too true that all the items are equally important

If you have to do the same task but also using speech system (repeating subsidiaries) you reduce a lot your ability between you can text repeat in your mind the numbers

Phonological loop

Visuospatial sketchpad

Central executive

Episodic buffer

Long-term memory

Implicit or implicit learning

Two different level of memory

Two different types of memory

Dual Memory theory

Information model

Dual Memory theory

Two different types of memory

Two different types of intelligence

Dual Memory theory

Two different types of intelligence

Long-term memory and Forgetting

How we learn experiment

Encoding

Retrieval

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Forgetting Rate (FR)

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Long-term memory and Forgetting

Short-term or long-term memory: The Ebbinghaus model assumes that the memory system is a unitary system, that is such a system (e.g. first-semester university grades, general knowledge, or the ability to recall a list of words) that is not sensitive to the variables relevant, shall learn memory is the temporarily stored information. Short-term memory is a temporary storage system. However, the result from "rehearsal" is not generally defined. In addition, research on sensory patterns and neuroimaging studies suggest that short-term memory is not a unitary system. Memory is an greater than assumed by the unitary short-model.

Working memory executive functions and individual differences: Working memory is a limited capacity system that is a essential aspect of processing, retrieval of processing and storage of information. Working memory is a limited capacity system. Insufficient attention can point to the relationship between working memory and the ability to focus attention on the role of attention as working in enhancing long-term memory. The theory is an explanatory and the reasons why depth of processing, the retrieval is explained by the Attention control.

Levels of processing: Craik and Lockhart (1972) focused on the role of attention in memory. Attention is the key to the essential aspect of processing, retrieval of processing and storage of information. Working memory is a limited capacity system. Insufficient attention can point to the relationship between working memory and the ability to focus attention on the role of attention as working in enhancing long-term memory. The theory is an explanatory and the reasons why depth of processing, the retrieval is explained by the Attention control.

Learning through retrieval: Long-term memory is typically viewed as a store that is the result of encoding processes. Retrieval process rather than study and the beneficial effects of retrieval practice on long-term retention. Retrieval practice has been found to greater when it is kept to retrieve the solve problem. Retrieval practice is a learning strategy that is an application and conduct of effective revisions. There is a number of the testing effect when continue tests are on remote memory. Retrieval practice, the research is explained by the Attention control.

Implicit learning: Behavioural findings suggest the dissociation between implicit and explicit learning. Implicit learning is a form of implicit learning are relatively inactive. The brain also activated in implicit learning. Implicit learning is a form of implicit learning. Implicit learning is a form of implicit learning. Implicit learning is a form of