**Long Term Memory**

Properties:

Very long duration—hours to decades

Very Large capacity:

Always room for new memories

Types of LTM:

* Implicit Memory—no conscious awareness; hard to verbalise.
* Conditioned Responses
* Habits/Skills—i.e. how to ride a bike
* Stereotypes
* Priming
* Explicit Memory—conscious awareness; easy to verbalise.
* Semantic Memory—things, words (nouns) ex. Word meanings (dog is an animal), concepts (dogs are superior in every way to cats), general facts (Grant’s dog is named Smiley—“Smiley you’re a dooooog”)
* Episodic Memory—things that have happened (verbs). Ex. Events (buying a dog), and context (when and where)

Consolidation—the strengthening of memories

Results from frequent or long-term use

New memories are dynamic vs. Consolidated memories are structural

Depth of processing:

We can process new information in simple (shallow) ways or complex (deep) ways

* Shallow—based on sensory characteristics
* Deep—based on meaning=number and complexity of operations

Complex processing leads to better memory. So complex process shit.

Breadth of Processing:

We can encode new information in simple or elaborate ways.

* Simple encoding—repeating information
* Elaborative encoding—creating connections to existing knowledge

Elaborative encoding leads to better memory. So do this shit.

Forgetting:

Encoding is linked to attention. If you’re not paying attention, you’re not getting the information.

Storage

Retrieval

* Developmental changes:

- recall, WM, sped decreases

- Implicit is maintained

- explicit increases in some cases, decreases in some

* Transfer appropriate processing (state dependent)

- if we’re in the same setting as when the event occurred then memory is better

* Recognition vs. Recall: recognition is easier than recall

Decay occurs over time

* Memories fade over time, but most forgetting happens shortly after learning

Interference

* Retroactive—new information makes it harder to recall older
* Proactive—old information makes it harder to learn the new

Amnesia

* Retrograde—unable to recall old memories
* Anterograde—unable to produce new memories

The Act of Remembering:

Memory is a constructive process

* Not like a recording
* Biases and expectations can influence memory
* Reconstructive—reorganise, reinterpret, omit detais
* Tip of tongue Phenomenon, memory traces—cues can lead to recall

False Memories

* Memories of events that did not occur

Improving Memories:

* Interactive images (memory palace)
* Method of loci
* Pegword system
* Acronyms/Initialisms
* Hierarchical organisation

**Motivation**

Why go to college? —to get more knowledge

Challenges of Studying motivation:

Hypothetical construct that we infer from behaviour