**Memory (Module)**

**Module: Introduction to Memory**

**Subtopic: Common Memory Metaphors  
-**video camera, filing cabinet, computer RAM  
-each of these assume memory can be stored in their original undistorted form and that it is as easy as accessing previously stored items that have been kept in a box

**Module: The Basics of Memory**

**Subtopic: Types of Questions  
-**Questions about memory acquisition  
**-**Questions about memory storage  
-Questions about memory retrieval

**Subtopic: The Importance of Cues**-one memory acts as a cue to another memory

**Subtopic: Testing our hypothesis  
-**psychologists rely on cognitive models to understand a complex cognitive function like memory  
 -models describe and organize data and most importantly, make specific testable predictions that can be studies in the lab  
-basic memory tasks involve two phases  
-during the encoding phase, a subject learns a list of items words, or pictures

**Subtopic: Recall & Recognition  
-**people who are instructed to memorize the list will do better than those who are distracted

**Subtopic: Hermann Ebbinghaus  
-**over time, more and more words will be forgotten  
“forgetting curve”, which describes this increasing rate of memory failure over time

**Module: The Multi-Store Model**

**Subtopic: The Multi Store Model  
-**memory is composed of both short and long-term storage systems  
-incoming perceptual information is first stored in a short-term memory buffer (similar to RAM on a computer), not stored permanently  
-important information encoded in short-term memory can be transferred to the long-term memory system for permanent storage

**Subtopic: George Miller  
-**remembering 7 number +-2 is the average number of numbers our short term memory can hold

**Subtopic: Chunking  
-**words and numbers can be chunked together into familiar bits to increase short term memory storage

**Module: The Serial Position Curve**

**Subtopic: Primacy  
-Primacy Effect:** memory for items earlier in list are remembered more easily  
-items at the beginning of the list will be the first to enter short-term memory and thus have the most opportunity to be rehearsed

**Subtopic: Recency  
-Recency Effect:** recall for later items on the list is also good  
-stored in short term memory the latest

**Subtopic: Improving Primacy  
-**increased interval between the showings of each item would increase primacy compared to short intervals

**Subtopic: Diminishing Recency  
-**performing a distracting task right after viewing the items and before recall

**Module: The Levels of Processing Principle**

**Subtopic: Levels of Processing  
-Shallow Level:** encode physical characteristics  
-encoding requires little effort  
-poor memory performance  
-**Deeper Level:** encode semantic characteristics  
-encoding required significant effort  
-better memory performance  
-**Levels of Processing:** the more we try to organize and understand the material, the better we remember it

**Module: Encoding Specificity**

**Subtopic: Storage and Retrieval are Related  
-**memory encodes all aspects of specific experiences  
-even when you encode a word in your memory, you encode all of the specific aspects of that experience including properties of the room you are in, the chair you are sitting in, the kind od from you are looking at and so on  
-theses aspects of experience can act as cues for the event or item being recalled

**Module: Memory Illusions and Fluency**

**Subtopic: Loftus and False Memories  
-False Memories:** experimental design to implant false memories  
-demonstrate that memory is highly constructive which certainly has implications for our eye witness testimony

**Subtopic: False Memory Implantation  
-**memory can be misled into confusing imagined and performed events no matter how bizarre

**Subtopic: Attributional View of Memory  
-**memory is a reconstructive process  
-recalling memories is open to interpretation and suggestion

**Subtopic: Fluency  
-Fluency:** the ease with which an experience is processed, some easier (more fluent) than others  
-familiar experiences are generally processed more fluently than novel experiences

**Subtopic: Attribution  
- Attribution**: judgement tying together causes with effects

**Subtopic: Becoming Famous Overnight  
- False Fame Effect:** processing fluency of non-famous name from list improperly attributed to fame **-**participants asked to read aloud a list of names  
-after a day, were given a fame rating task; some names on the list were the same from the original encoding list  
-names that appeared on the previous list were rated as being more famous than unfamiliar names  
-mistake fluent processing as fame

**Subtopic: Memory  
-**stored memory includes personal details and interpretation  
-retrieved memory may be altered or lost  
-memories are not something we store in a memory system  
-memories are something we construct when we are require to remember something  
-memory system is capable of constructing experiences that did not actually occur