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| 1. Explain what memory is and provide an example, specifying the memory processes of encoding, storage, and retrieval.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 2. What are the three ways to measure retention? Provide an example of each.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 3. Describe the information-processing model of memory as it compares to the operation of a computer.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 4. Describe the Atkinson and Shiffrin model of memory, then explain how it was revised to include the idea of working memory, as well as the concept of automatic processing.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 5. Provide two examples of personal explicit and implicit memories. What is the difference between the two types of memory?   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 6. Which measure of memory retention would you consider to be most useful for assessing the strength of an implicit memory? Provide an example of a specific implicit memory to show the reasoning behind your answer.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 7. We all process information about space, time, and frequency automatically. Provide examples of your processing of each type of information.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 8. Explain how sensory memory works, and provide an example of an iconic memory and one of an echoic memory.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 9. How might your effort to remember a list of words for class be affected by your short-term memory capacity?   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 10. Describe how the effortful processing strategies of chunking, mnemonics, and hierarchies would be used for remembering information, and provide a specific example of each. When would each strategy be most useful?   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 11. A friend claims that the faster you read, the more you remember. Use your knowledge of effortful processing and effective encoding strategies to refute your friend's claim.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 12. Describe how you would use the mnemonic techniques of vivid imagery and acronyms to remember the following list of grocery items: milk, eggs, margarine, oranges, rhubarb, ice cream, eggplant, and sausage. Explain why each would be effective.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 13. Imagine that you have an upcoming exam. You have decided to include practicing retrieval of information in your studying. What is this called and why is it effective?   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 14. Compare and contrast shallow and deep processing.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 15. As Carrie studies for her sociology exam she relates the concepts to events in her own life. Explain why this is an effective study technique.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 16. First, define what long-term memory is and outline its capacity. Then, specify where these memories are stored in the brain.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 17. Juan is attempting to recall an event that took place during his childhood. Identify and describe some factors that can affect his ability to effectively retrieve this information.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 18. Outline how sleep aids memory consolidation.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 19. Alisha isn't convinced that infantile amnesia is real because her 3-year-old son is able to remember and tell her what he did last week. Explain to Alisha why her understanding of infantile amnesia is incorrect, noting what infantile amnesia really is. Provide an example of infantile amnesia to support your response.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 20. Detail how emotions affect memory. Provide some real-life examples.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 21. Explain how changes at the synapse level affect the processing of memories.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 22. Bruno studied hard for his chemistry exam and is confident that he knows and understands all the concepts. However, during the exam, Bruno becomes nervous and frustrated because suddenly he can’t recall the answers to many fairly easy factual questions. What can Bruno do to retrieve the information that he had previously stored in his memory?   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 23. Professor Reber has highly superior autobiographical memory. This might seem to be a good thing, but it is not. Explain why.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 24. Martina is taking her comprehensive final exam in sociology. She is having a difficult time remembering some of the information that was covered earlier in the semester. Give some possible reasons she may have forgotten the material she studied earlier.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 25. You remember every detail of your high school graduation. What is your memory of this event called, and why is it likely that it is not completely accurate?  ​   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 26. Describe some factors that could affect the reliability and accuracy of a memory.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 27. During the process of psychotherapy, Elaine recovered some long-forgotten and painful memories from her childhood. This experience led her to conclude that these memories must have been repressed for many years. Discuss the issues involved in assessing Elaine's claim.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 28. Explain why relying on children's eyewitness accounts may be problematic. Also, outline under what conditions children's accounts are most accurate.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 29. Considering what you have learned from the text about improving memory, what can you do next or what can you change about the way you currently study that should improve your memory of the material being covered?   |  |  | | --- | --- | | *ANSWER:* |  | |