

# Reconstructive Memory

By Qiong Zhang for Class 85-426, CMU Spring 2018

# Memory help guide our daily decisions

- Should I take a bus or walk to school at 9am?
- Have I watched this movie before?
- How much salt and pepper to put on the breakfast?
- ..

# What are the problems we face in memory and their probabilistic nature

- [This class] Reconstructive memory: given blurred memory trace, how to reconstruct original memory as accurately as possible? e.g. Can you draw the Apple logo?

We can infer about it based on some of our experiences.

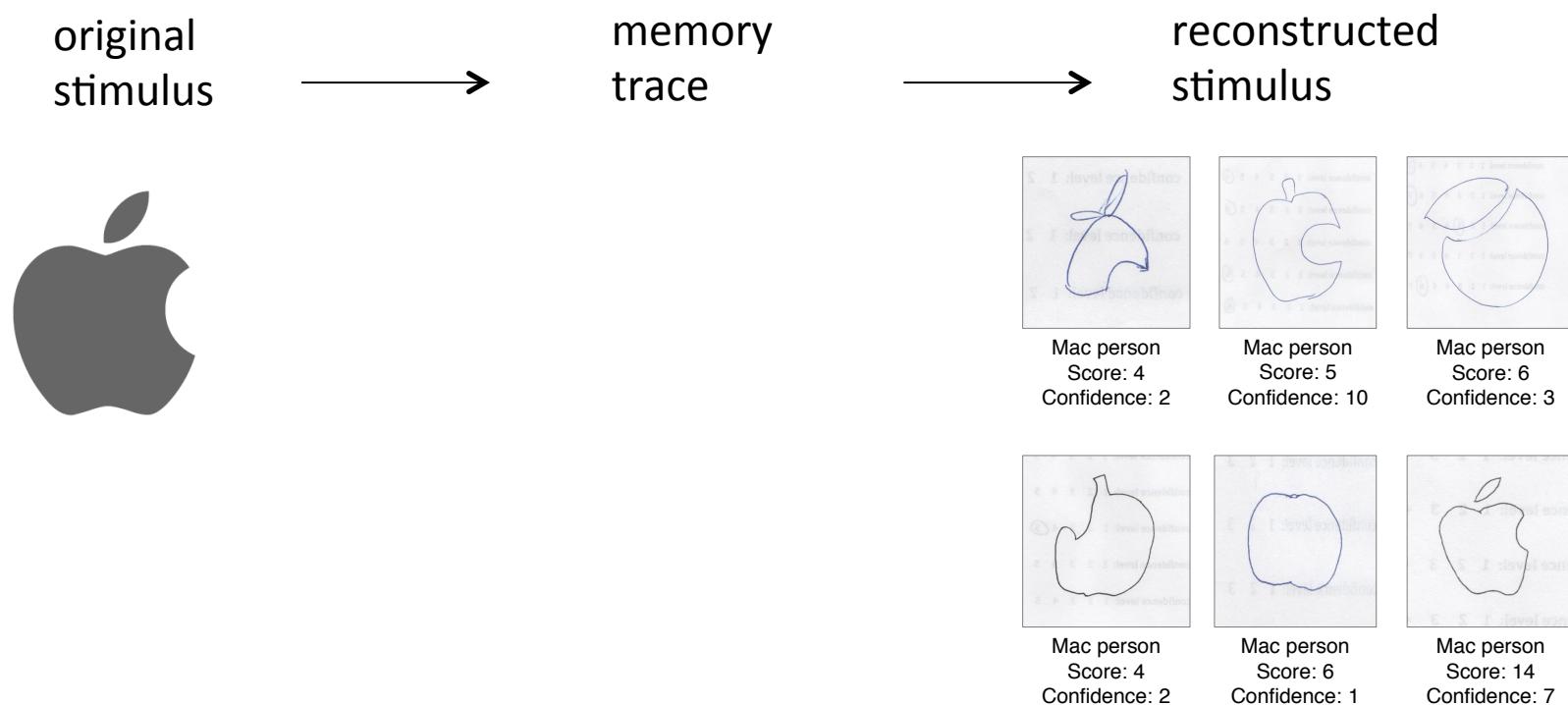
- [Next class] How does our brain decide whether to retain or forget a piece of memory? e.g. Why you remember better what happened yesterday than a day last week?

It depends on the probability that we'll need it again.

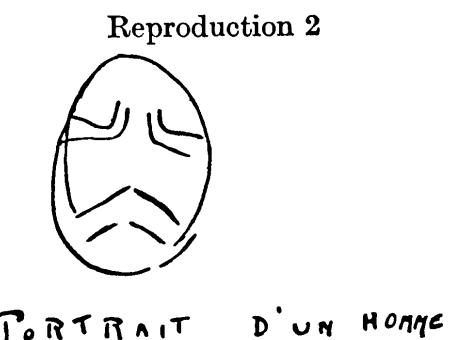
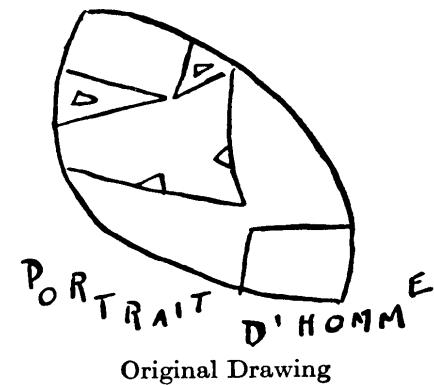
Can you draw the Apple logo?

# Reconstructive memory

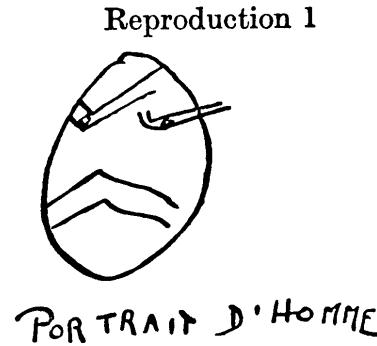
- Definition: assembling information from stored knowledge when a detailed memory of specific events does not exist



# Bias in visual memory: a repeated reproduction task



Reproduction 2

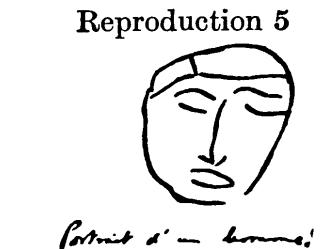


Reproduction 3



PORTRAIT D'UN HOMME

Reproduction 4



Reproduction 5

<sup>1</sup> Cf. Philippe, *Rev. Phil.* XLIV, 524.

# Recall of vegetable size

Study phase



4



33



8



5

...

$$P(\text{size} | \text{observation}) \propto p(\text{observation} | \text{size}) p(\text{size})$$

Test phase: what is the size of this vegetable at study?

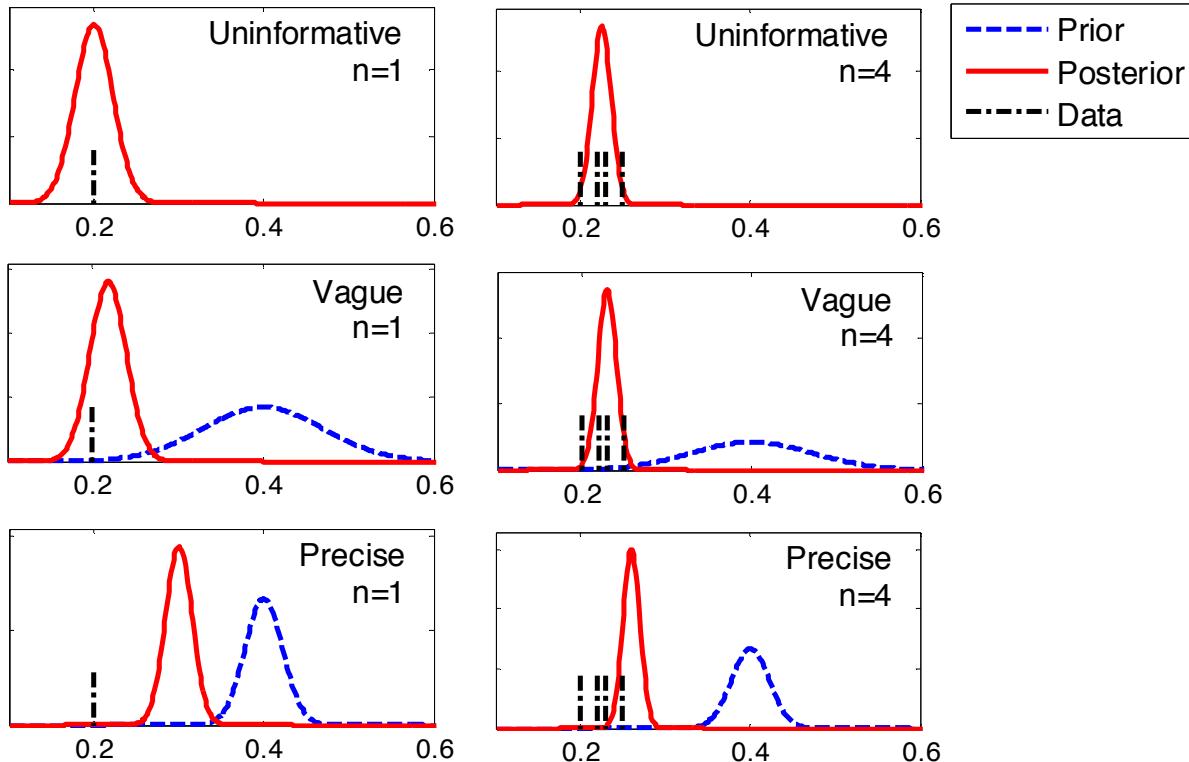


4

$P(\text{estimated size} | \text{actual size}) \propto p(\text{intuitive size} | \text{actual size}) \prod_i p_i(\text{intuitive size})$ ,  
 $P_i(\text{intuitive size})$  is probability of observing a fish that size according to  
distribution of shown fish sizes

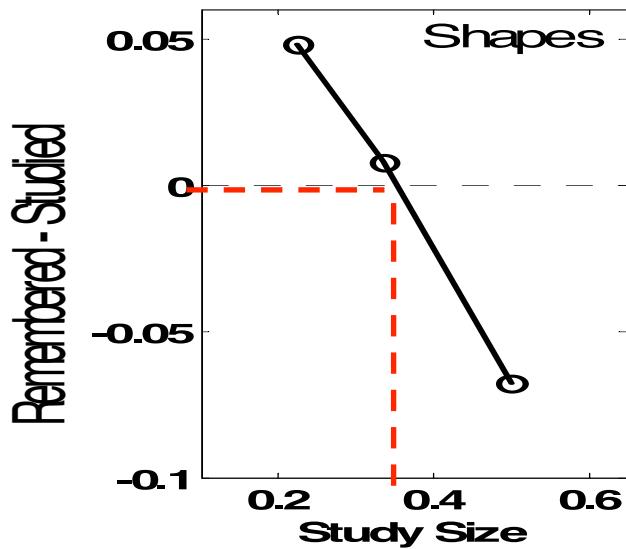
$$p(\text{size} | \text{memory trace}) \propto p(\text{memory trace} | \text{size}) p(\text{size})$$

# Recall of vegetable size



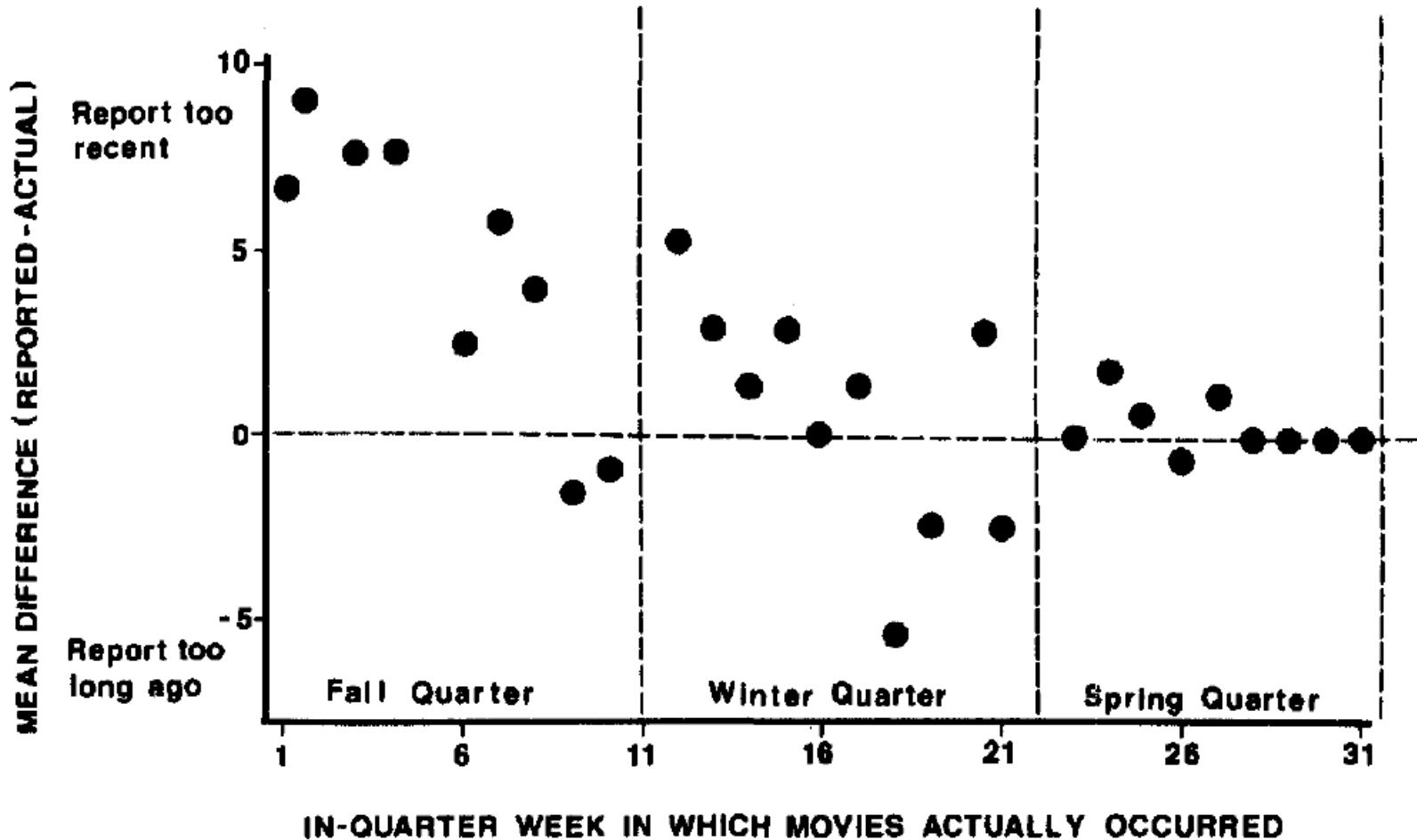
$$p(\text{size} | \text{memory trace}) \propto p(\text{memory trace} | \text{size}) p(\text{size})$$

# Bias in Recall of mushroom size



(Hemmer & Steyvers, 2008)

# Bias in temporal memory



# Episodic memory and Semantic memory

- Episodic memory: Personally experienced events (e.g. size of a specific vegetable stimulus studied in an experiment)
- Semantic memory: Facts, data, general information, or world knowledge (e.g. general knowledge of vegetable size)

We just showed that reconstructing episodic memory is biased/influenced by semantic memory:

$$p(\text{size} | \text{memory trace}) \propto p(\text{memory trace} | \text{size}) p(\text{size})$$

Free recall task: can you remember as many objects as  
you can in the next picture



By Citobun - BY-SA 4.0, <https://commons.wikimedia.org/w/index.php?curid=61540634>



lights

shelf

table

stove

sink

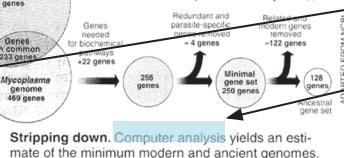
# Topic model - documents

## Seeking Life's Bare (Genetic) Necessities

COLD SPRING HARBOR, NEW YORK—How many genes does an organism need to survive? Last week at the genome meeting here,<sup>13</sup> two genome researchers with radically different approaches presented complementary views of the basic genes needed for life. One research team, using computer analyses to compare known genomes, concluded that today's organisms can be sustained with just 250 genes, and that the earliest life forms required a mere 128 genes. The other researcher mapped genes in a simple parasite and estimated that for this organism, 800 genes are plenty to do the job—but that anything short of 100 wouldn't be enough.

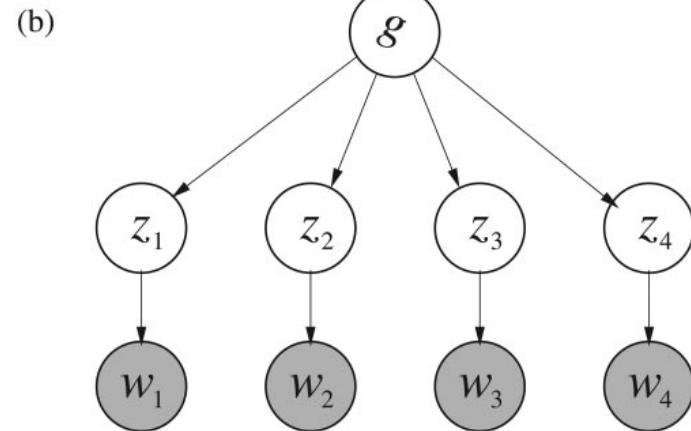
Although the numbers don't match precisely, those predictions

"are not all that far apart," especially in comparison to the 75,000 genes in the human genome, notes Siv Andersson of Uppsala University in Sweden, who arrived at the 800 number. But coming up with a consensus answer may be more than just a genetic number game, particularly as more and more genomes are completely mapped and sequenced. "It may be a way of organizing any newly sequenced genome," explains Arcady Mushegian, a computational molecular biologist at the National Center for Biotechnology Information (NCBI) in Bethesda, Maryland. Comparing an



\* Genome Mapping and Sequencing, Cold Spring Harbor, New York, May 8 to 12.

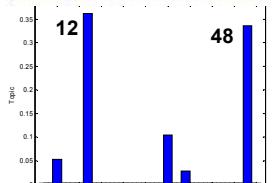
SCIENCE • VOL. 272 • 24 MAY 1996



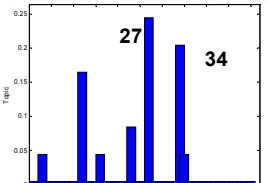
$$P(w_i|g) = \sum_{z_i=1}^T P(w_i|z_i)P(z_i|g),$$

(Blei, 2012)

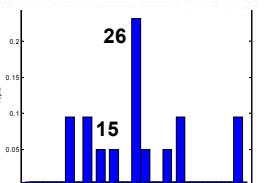
# Topic model –scenes



**Topic 12**  
**cabinet**  
**stove**  
**table**  
**sink**  
**fridge**  
wall  
floor  
**faucet**  
**dishwasher**  
coffeemachine



**Topic 48**  
**chair**  
box  
book  
**plant**  
**picture**  
lamp  
**basket**  
bookshelf  
**cpu**  
speaker  
phone  
**chair**



**Topic 26**  
screen  
**keyboard**  
mouse  
**table**  
mug  
mousepad  
**cpu**  
speaker  
phone  
**chair**

**Topic 15**  
person  
**building**  
**sign**  
**car**  
streetlight  
**window**  
**road**  
**sky**  
flag  
**sidewalk**

Previous:

$$P(w_i|g) = \sum_{z_i=1}^T P(w_i|z_i)P(z_i|g),$$

Now:

$$P(o | s) = \sum_{t=1}^T P(o | z=t)P(z=t | s)$$

# Why $P(o|s) \approx P(\text{recall } o | \text{ study } s)$

$$P(o|s) = \sum_{t=1}^T P(o|z=t)P(z=t|s)$$



- Utilizing the gist/topics of a list of items has a slower memory decay (Toglia, 2010)
- Items that are consistent with people's prior knowledge are easier to remember (Alba and Hasher, 1983; Tse et al., 2007)



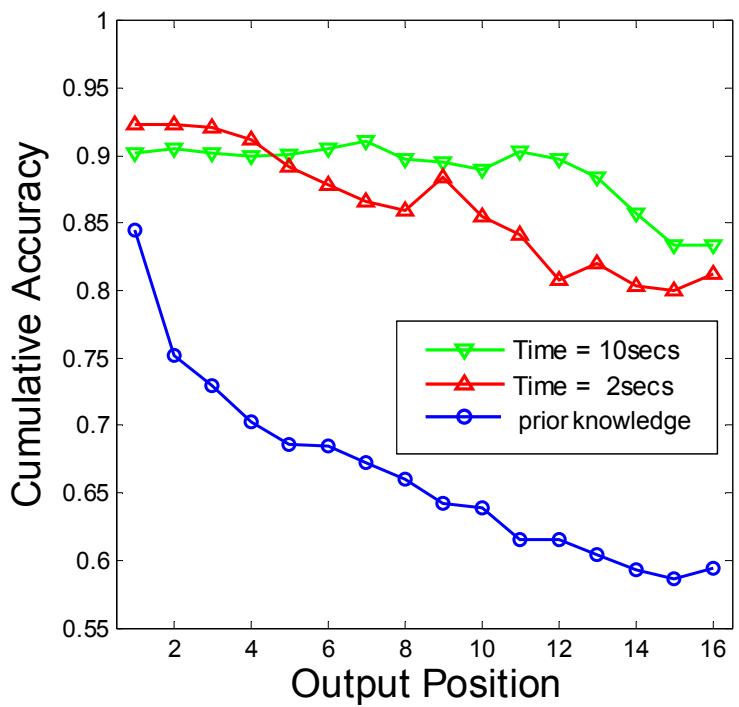
(Brewer & Treyens, 1981)

$$p(o | s) = p(x=1 | s) \sum_{t=1}^T p(o | z=t) p(z=t | s) + p(x=0 | s) p'(o | s)$$

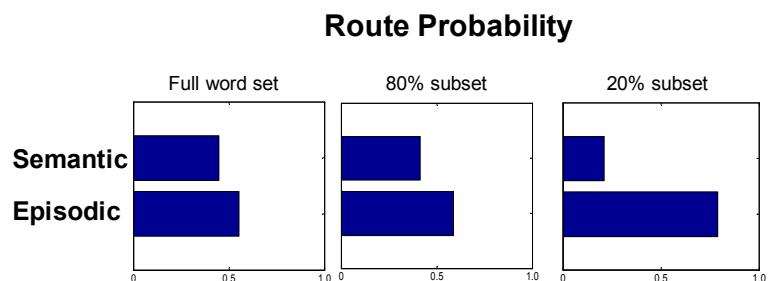
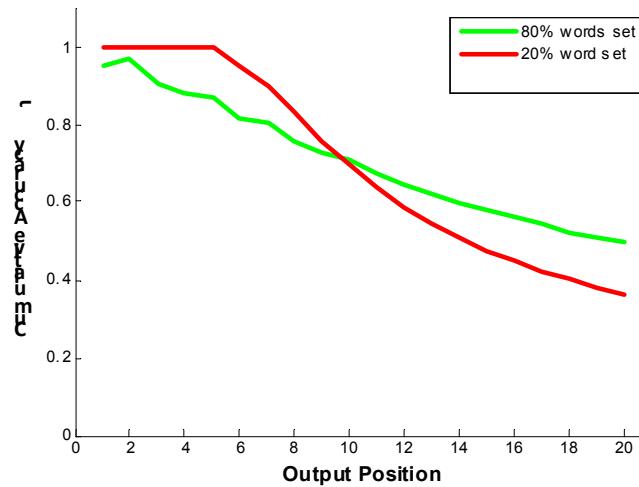
Semantic path

Episodic path

# Experiment



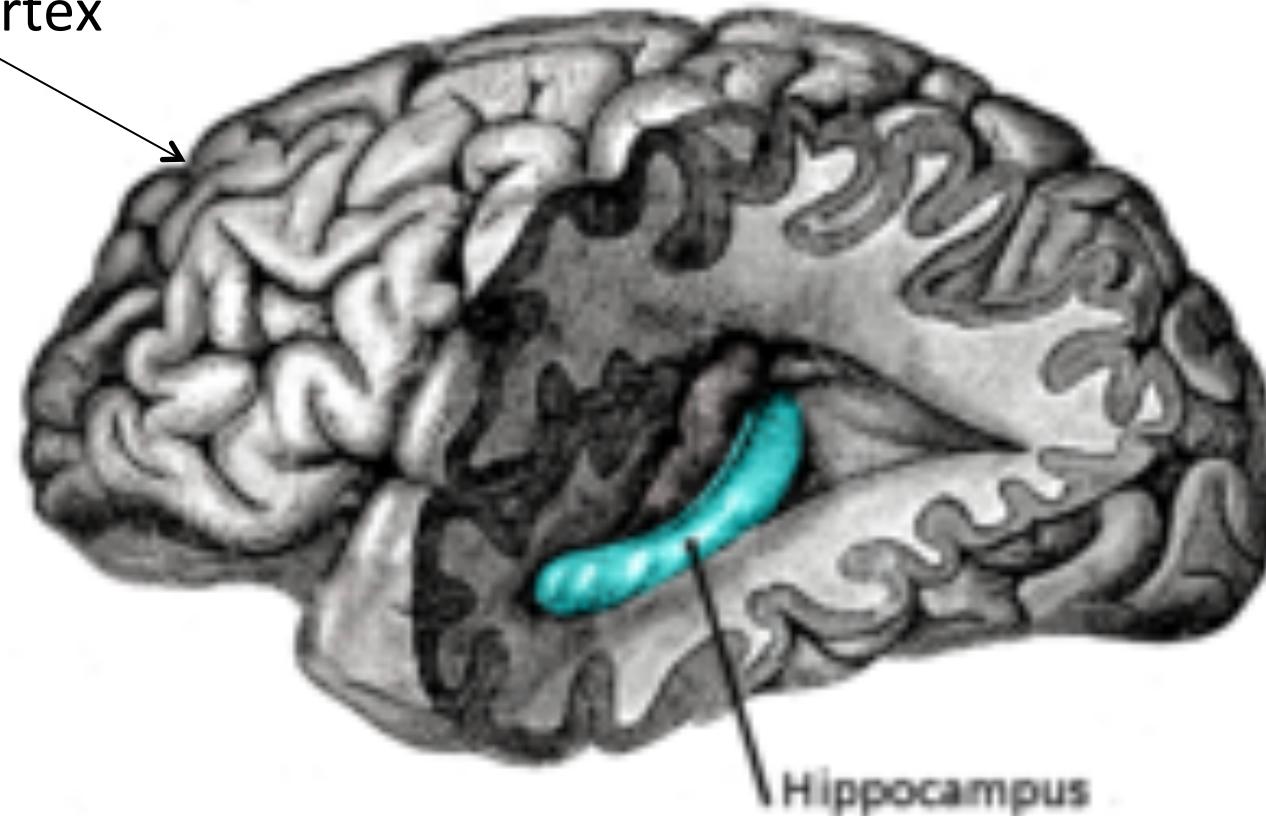
# Model



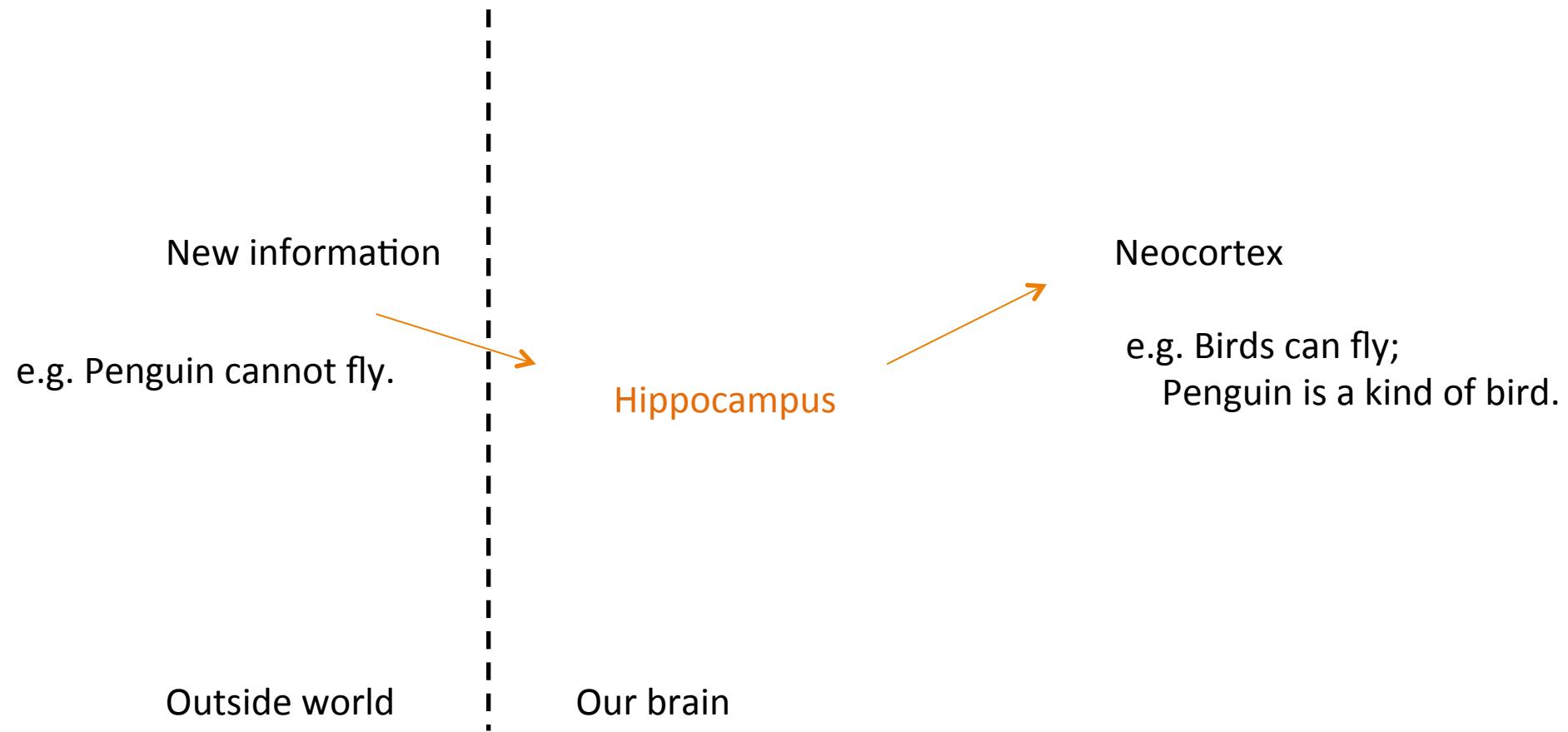
Is there neural evidence of distinct  
episodic path and semantic path?

# Memory & The Brain

Neocortex

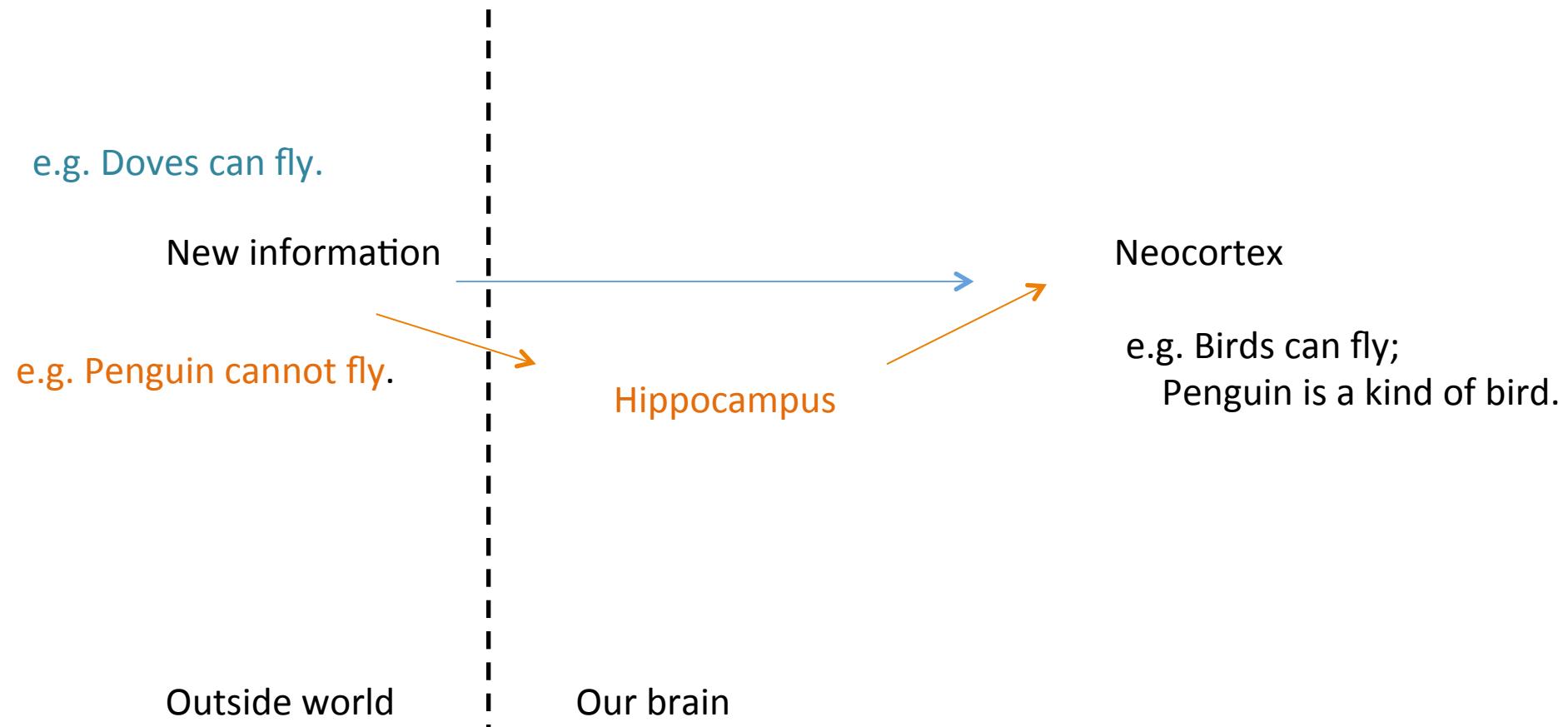


# Complementary Learning System



(Kumaran, 2016; McClelland, 1995)

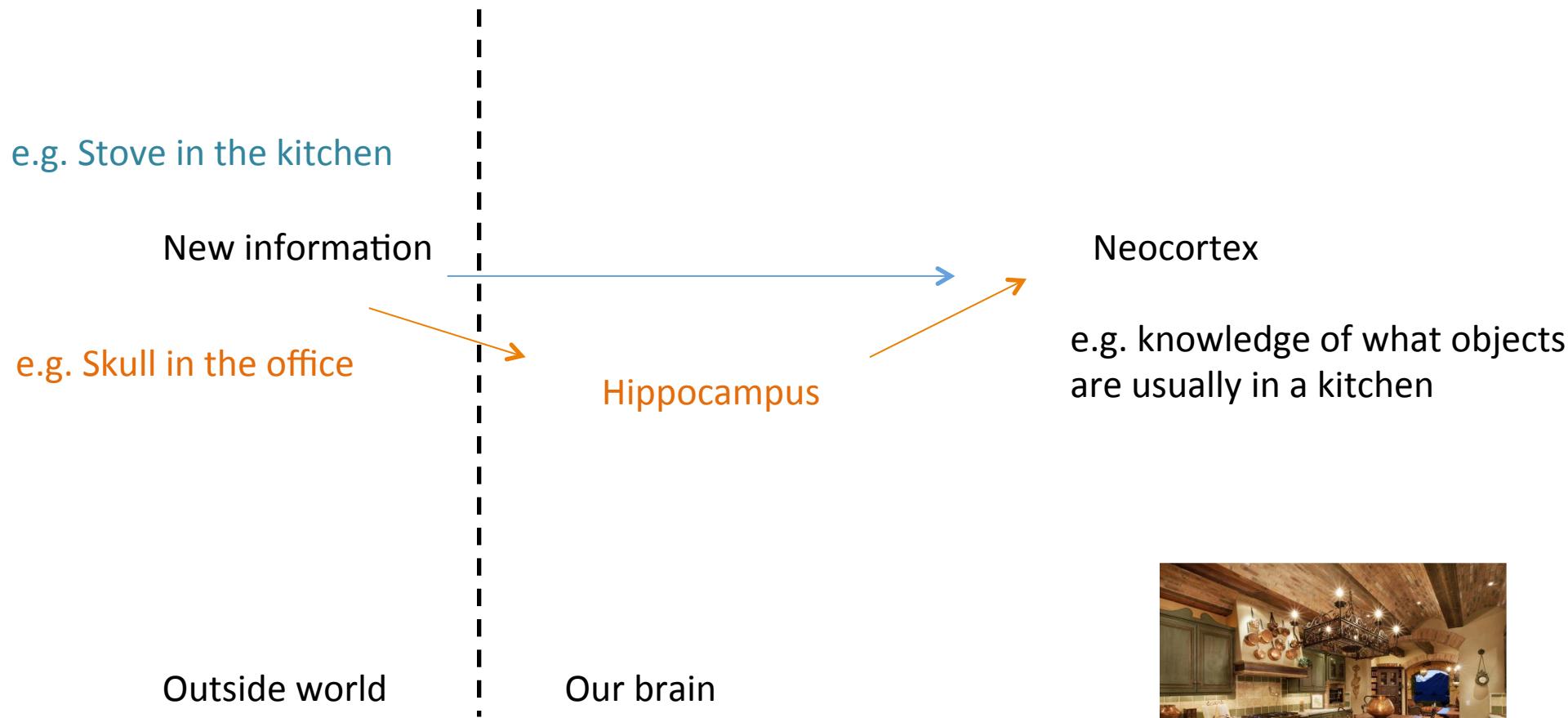
# An Update to the Complementary Learning System



Medial prefrontal cortex (mPFC) is responsible for detecting whether the new information is consistent with prior knowledge. (van Kesteren, 2012)

(Tse, 2007)

# Episodic path and semantic path in free recall task



# Recap

- What is reconstructive memory
- Two ways to model the effect of prior knowledge in reconstructive memory
- Neural evidence of episodic/semantic paths