Memory :

Constructive Process:

Human memory is good at

- Information on which attention is focused
- Information in which we are interested
- Information that arouses us emotionally
- Information that fits with our previous experiences
- Information that we rehearse

Information Processing Model

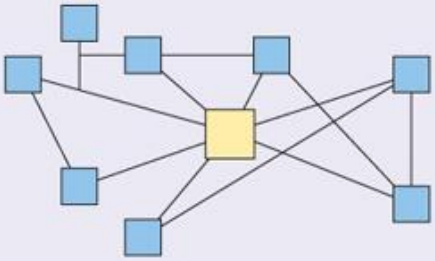
Encoding:

- Selective vs. Divided Attention
- Automatic vs. Controlled Processing
- Levels of Processing

Storage:

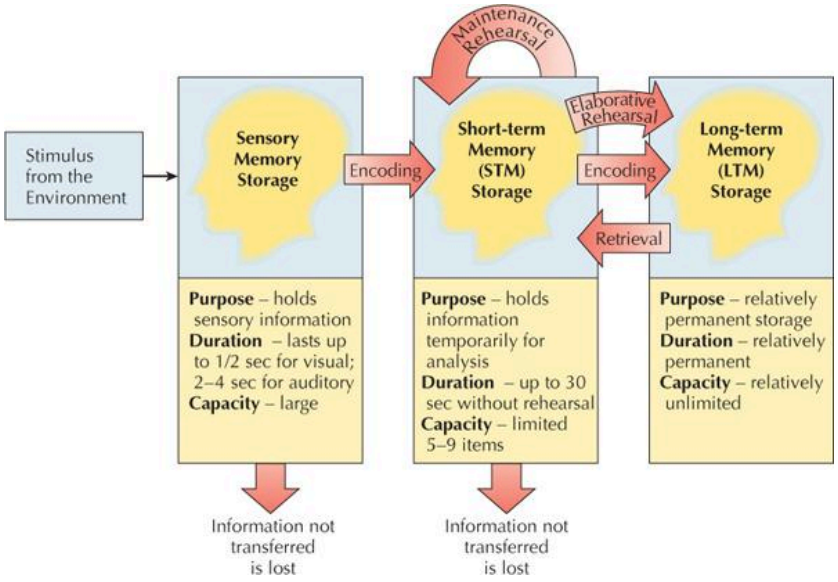
Retrieval:

Parallel Distributed Processing Model



Memory is distributed across a wide network of interconnected neurons located throughout the brain. When activated, this network works simultaneously (in a *parallel* fashion) to process information.

Three Stage Model



Sensory memory:

Iconic (visual) and echoic (auditory) sensory memory

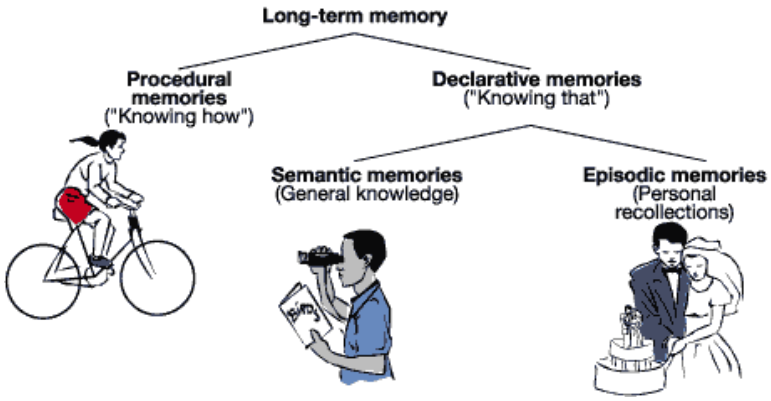
Short-term memory (STM)

Maintenance rehearsal:

Chunking:

Long term memory –

Explicit (Declarative) Memory: Subsystem within long-term memory that consciously stores facts, information, and personal life experiences

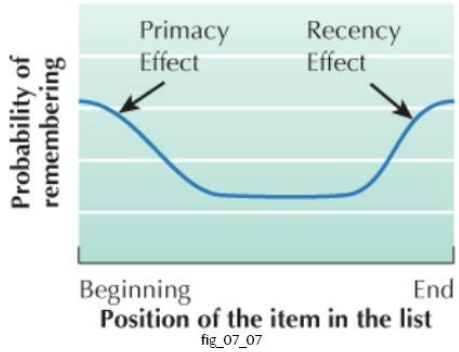


Implicit (Nondeclarative) Memory: Subsystem within long-term memory consisting of unconscious procedural skills and simple classically conditioned responses

Levels of Processing:

Elaborative Rehearsal:

Serial Position Effect:



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Anterograde amnesia –

Retrograde amnesia –

Flashbulb memory:

Implicit memory –

Explicit memory –

Recall –

Recognition

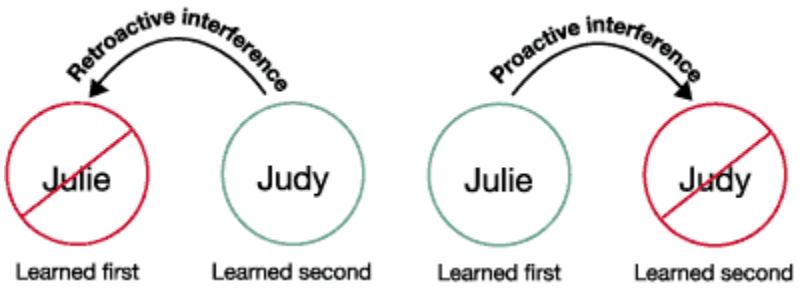
Encoding specificity principle –

Mood congruent memory: A happy moods is likely to trigger happy memories, depression perpetuates itself through biased retrieval of depressing memories

Forgetting

Transience:

Absent-mindedness:



Proactive interference:

Retroactive interference:

Mnemonics: Techniques for improving memory, especially by making connections between new material and information already in long-term memory *(examples?)*

Figure 7.11

The effect of leading questions on eyewitness recall. Subjects who were asked leading questions in which cars were described as *hitting* or *smashing* each other were prone to recall the same accident differently one week later, demonstrating the reconstructive nature of memory. (Based on "Reconstruction of Automobile Destruction: An Example of Interaction Between Language and Memory," by E. F. Loftus and J.C. Palmer, 1974, *Journal of Verbal Learning and Verbal Behavior, 13,* 585–589. Academic Press, Inc. Adapted by permission of the author.)

Leading question asked during witness testimony	Possible schemas activated	Response of subjects asked one week later, "Did you see any broken glass?" (There was none.)
"About how fast were the cars going when they hit each other?"		"Yes"—14%
"About how fast were the cars going when they smashed into each other?"		"Yes"—32%