

Chapter 9

Learning Objectives:

The Phenomenon of Memory:

1. Define *memory*, and explain how flashbulb memories differ from other memories.
2. Describe Atkinson-Shiffrin's classic three-stage processing model of memory, and explain how the contemporary model of working memory differs.

Encoding: Getting Information In:

3. Describe the types of information we encode automatically.
4. Contrast effortful processing with automatic processing, and discuss the next-in-line effect, the spacing effect, and the serial position effect.
5. Compare the benefits of visual, acoustic, and semantic encoding in remembering verbal information, and describe a memory-enhancing strategy related to the self-reference effect.
6. Explain how encoding imagery aids effortful processing, and describe some memory-enhancing strategies that use visual encoding.
7. Discuss the use of chunking and hierarchies in effortful processing.

Storage: Retaining Information:

8. Contrast two types of sensory memory.
9. Describe the duration and working capacity of short-term memory.
10. Describe the capacity and duration of long-term memory.
11. Discuss the synaptic changes that accompany memory formation and storage.
12. Discuss some ways stress hormones can affect memory.
13. Distinguish between implicit and explicit memory, and identify the main brain structure associated with each.

Retrieval: Getting Information Out:

14. Contrast the recall, recognition, and relearning measure of memory.
15. Explain how retrieval cues can help us access stored memories, and describe the process of priming.
16. Cite some ways that context can affect retrieval.
17. Describe the effects of internal states on retrieval.

Forgetting:

18. Explain why we should value our ability to forget, and distinguish three general way our memory can fail us.

19. Discuss the role of encoding failure in forgetting.
20. Discuss the concept of storage decay, and describe Ebbinghaus' forgetting curve.
21. Contrast proactive and retroactive interference, and explain how they can cause retrieval failure.
22. Summarize Freud's concept of repression, and state whether this view is reflected in current memory research.

Memory Construction:

23. Explain how misinformation and imagination can distort our memory of an event.
24. Describe source amnesia's contribution to false memories.
25. List some differences and similarities between true and false memories.
26. Give arguments supporting and rejecting the position that very young children's reports of abuse are reliable.
27. Discuss the controversy over reports of repressed and recovered memories of childhood sexual abuse.

Improving Memory:

28. Explain how an understanding of memory can contribute to effective study techniques.