MEMORY!!!

Information Processing

- I Eat Small Rabbits Organs.

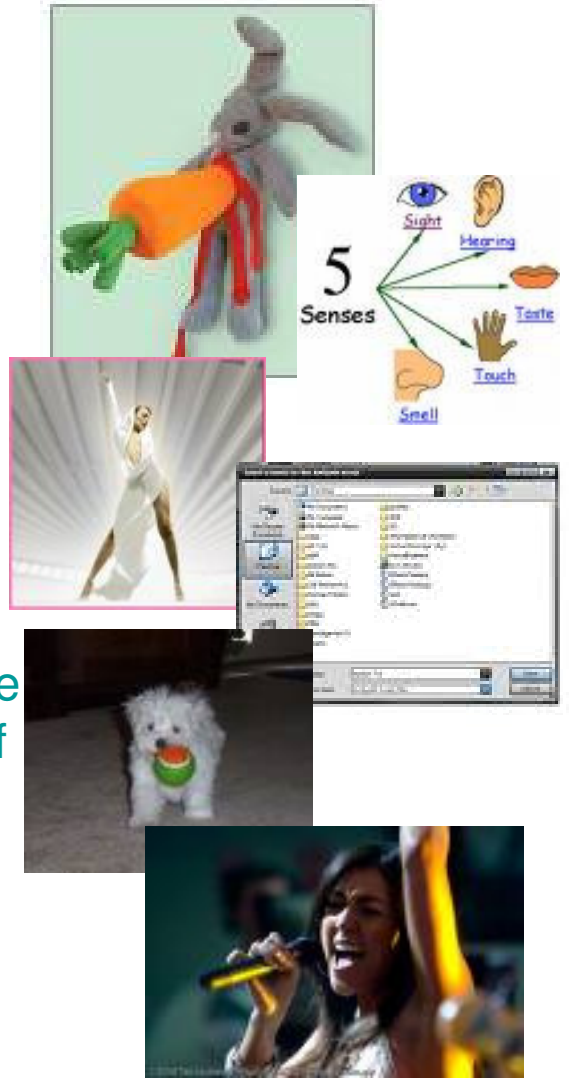
Input – Info coming from senses, most of yours will be visual (through your eyes)

Encoding – Recognising the information, i.e. if you were staring at Katie Price, your brain would have to scale her down, turn her 2D and recreate an image of her in your head. (this would not happen with Kylie cos she's already a midget)

Storage – Saving the information so you can retrieve it later

Retrieval – Searching for the information we have stored away and getting it back out of storage

Output – Saying or writing the thing you have remembered, if it was a computer you would be printing something off.



Accessibility Problems

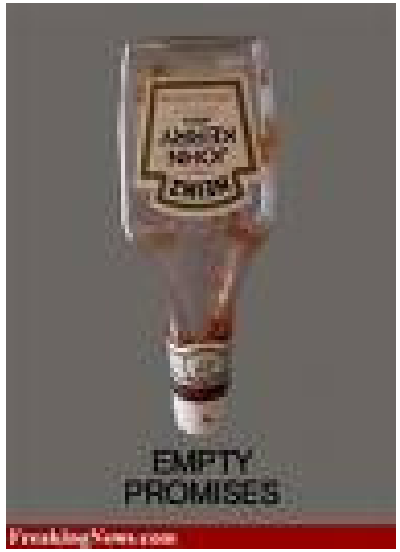
- Problem with retrieval. When we can't get a piece of info out of memory
- What's the capital of France? Dunno? It begins with a P.

Tip of tongue syndrome

Availability problems

Vacant

- The information has decayed, it's no longer there, it's gone, vamoosed, tittled off, done one, jogged on…GONE!!!

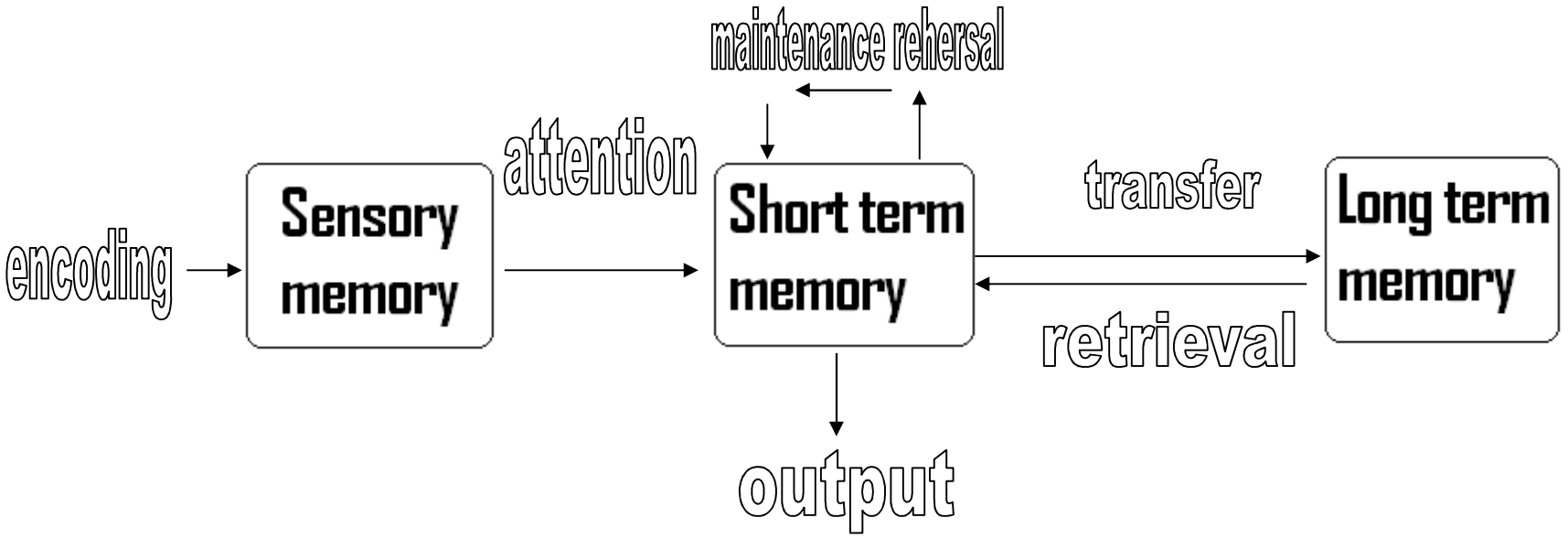


The Core theory for MEMORY is……

Multi store model

How to go about answering: Describe and Evaluate the multi store model.

- First of all you have to be able to draw it!



Describe the multi store model

- Sensory store - info is ENCODED and enters the sensory store from sights, smells, sounds for just a FEW SECONDS
- If we don't pay ATTENTION it DECAYS, if we do pay attention it goes to SHORT TERM MEMORY
- Short term memory - limited CAPACITY and DURATION (10 – 20 secs), MAINTENANCE REHERSAL loop to keep it in, or gets DISPLACED
- 30 second loop = LONG TERM MEMORY, unlimited capacity and duration. 25% reaches here. Decay happens here if info not used.
- Info has to go back to STM to be output. Cues are sometimes needed to retrieve info in LTM.
- STM can hold 7 chunks on average, 7 plus or minus 2.

Evaluate

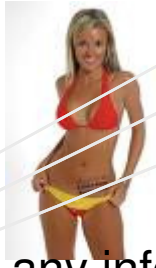
Limitation	Ignores individual differences	Ignores idea of multi tasking	Too much emphasis on rehearsal
Because	Some people have better memories than others	Some people can pay attention to more than one thing at a time	Not all info has to be rehearsed for it to get into LTM
Therefore	We can't all have the same memory structure	Short term memory must be more active than the approach says	Info gets into LTM based on meaning, interest etc.

Alternative theory
Levels of Processing

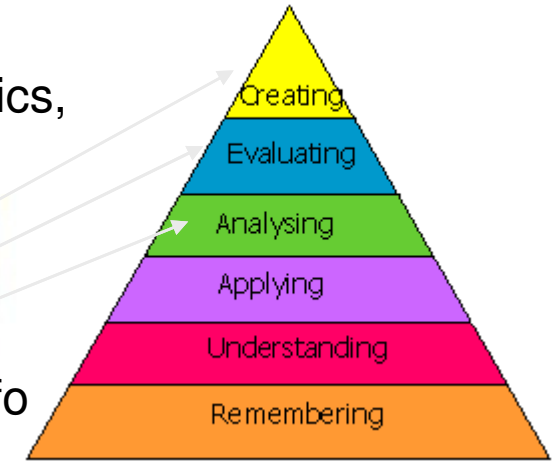
- Shallow processing

Noticing something based on it's physical characteristics,

E.g. Shallow Hal – the boys in the room are not wondering what kind of music she likes are they?



Therefore they are LESS likely to recall any info about her.



Deep Processing

Processing information for meaning means you are more likely to be able to recall this info.

E.g. Football fans can recall more football scores than non football fans as they are processing these numbers based on their meaning. To non football fans, they are just pairs of meaningless numbers.

Core Study: Terry (2005)

Aim:

Is memory effected by time and space

Procedure

Repeated Measures design. 10 month old commercials, groups of 15, no more than 30 secs long. Varied order they were presented. IV = what commercials did you see immediately? What commercials can you remember after your 3 minute delay and written task? DV = how many brand names did they recall?

Results

Serial position effect. Primacy effect and regency effect on immediate trial. Only primacy effect when did same but with the delay.

Conclusion

1. First commercials got from STM to LTM and stored as they were rehearsed.
2. The last commercials are STILL in the LTM!!
3. Middle commercials not remembered cos they were displaced by commercials which followed.
4. Only primacy effect on delay trial cos these were put into the LTM because they got to be rehersed, others never cos they were displaced by written task.

Applications!

Police reconstruction

- **Police reconstructions work by using CUES!!!!**
- **Cues help to over come accessibility problems by helping to retrieve information from storage**
- **By rein acting the scene of a crime the police are providing cues to help trigger lost memories**
- **If we relate this to education then ideally we would sit our exam in our psychology classroom. This is often not possible but we could keep other things the same, i.e. same pen used to revise with, wear same perfume as wearing in class, etc.**