Test 6: Memory
Study Questions

1. Know the difference between encoding, storage, and retrieval.
2. What are flashbulb memories?
3. Explain the difference between "effortful processing" and "automatic processing."
4. Explain the relationship between "rehearsal" and memory.
5. Be familiar with Ebbinghaus' experiments with nonsense syllables. Also, be familiar with his experiments on forgetting newly learned information.
6. Why are we unable to remember information presented in the seconds just before we fall asleep?
7. How does the "spacing effect" contribute to success on a semester exam?
8. Explain the "serial position" and von Restorff effects?
9. Describe at least three ways in which we encode information. Which is most effective?
10. There will be several questions about mnemonic devices. Know the "method of loci," "pegword", "chunking", etc.
11. Explain the difference between iconic, short-term and long-term memory.
12. How does electroconvulsive therapy impact memory?
13. Be able to identify the parts of the brain devoted to memory and the roles they play.
14. What's the difference between "recall" and "recognition"? How does "priming" aid retrieval? Give an example.
15. What is meant by "state-dependent" memory and "mood-congruent" memory?
16. Why can having too good a memory be a curse? Think of the Russian whiz S.
17. Give some examples of encoding failure.
18. What contributes to the "tip-of-the-tongue" phenomenon?
19. Explain the difference between "proactive" and "retroactive" interference. Careful: some of you screwed this up on the quiz.
20. What is "repression"? (from a psychoanalytic perspective)
21. What does current research on memory construction indicate about our memories of past experiences?
22. Be familiar with Loftus' experiments with observers of filmed traffic accidents.
23. Describe the current research on the "misinformation effect."
24. When are children's reports of possible sexual abuse most credible? When are they least credible?
25. How does speed-reading inhibit memory?
26. What is meant by "déjà vu"?

Unit 6 Possible FRQ's

Each FRQ is worth 15 points. Each bullet-point concept is worth three points: 1 point for a correct definition/description of the concept, and 2 points for a correct example or explanation of the concept.

Question 1:

Memory can be improved by using a variety of techniques. Describe FIVE of the following techniques, and explain how they can help improve memory. Each concept is worth three points. In order to get full credit for each concept, you need to provide a specific example to prove you can apply the concept. For example, describe a mnemonic strategy that would help you remember a list.

- Effortful processing
- Automatic processing
- Chunking
- Mnemonics
- Spacing/distributed practice
- Deep processing

Question 2:

Adina learned multiple languages growing up in Switzerland. When she moved to the United States, her primary language became English, while Germany, French, and Italian faded into the past. When she had to take a language course in high school, the only course available was Spanish. Her previous language experiences both helped and confused her. Define FIVE of the following concepts, and explain how each could help her recall her previous languages OR interfere with her learning Spanish.

- Working memory
- Explicit memory
- Effortful processing
- Context-dependent memory
- Proactive interference
- Hippocampus