Learning Objectives

1. Define and give an example of encoding, acoustic encoding, visual encoding, semantic encoding, storage, and retrieval. Discuss the importance of encoding, storage, and retrieval in memory processes. (See "Basic Memory Processes.")

2. Define and give an example of episodic, semantic, and procedural memories. (See "Types of Memory.")

3. Define and give an example of explicit and implicit memories. Discuss the series of experiments on explicit and implicit memory. (See "Explicit and Implicit Memory.")

4. Define the information-processing model of memory. Name the three stages of processing. (See "Information Processing.")

5. Define the levels-of-processing model of memory. Describe the role of rehearsal in this memory model. Define maintenance and elaborative rehearsal. (See "Levels of Processing.")

6. Define transfer-appropriate processing. Describe the role of encoding and retrieval processes in this memory model. (See "Transfer-Appropriate Processing.")

7. Define the parallel distributed processing (PDP) model of memory. Describe the role of association networks in drawing inferences and making generalizations. (See "Parallel Distributed Processing.")

8. Explain the multiple memory systems approach and how it accounts for each of the memory models. (See "Multiple Memory Systems.")

9. Define sensory memory and sensory registers. Discuss the amount of information and the length of time it stays in sensory memory. (See "Sensory Memory.")

10. Explain why selective attention is important in determining which information is transferred to short-term memory from sensory memory. (See "Sensory Memory.")

11. Define short-term memory (STM). Discuss the relationship between short-term memory and working memory. (See "Short-Term Memory and Working Memory.")

12. Describe short-term memory encoding. (See "Encoding in Short-Term Memory.")

13. Define immediate memory span and chunks. Discuss the role of long-term memory in the chunking process. (See "Storage Capacity of Short-Term Memory"); see also "The Power of Chunking.")

14. Define the Brown-Peterson procedure. Describe the importance of rehearsal in maintaining information in short-term memory. (See "Duration of Short-Term Memory.")

15. Define long-term memory (LTM) and discuss the importance of semantic encoding in long-term memory. Describe the storage capacity of LTM. Discuss how long-term memories, including flashbulb memories, can become distorted. (See "Long-Term Memory.")

16. Describe the controversy over the differences between short-term and long-term memory. Define primacy and recency effects. (See "Distinguishing Between Short-Term and Long-Term Memory.")

17. Define retrieval cue and explain why its use can increase memory efficiency. Define the encoding specificity principle. (See "Retrieval Cues and Encoding Specificity.")

18. Explain how memory is both context-dependent and state-dependent and give examples of each. Explain the mood congruency effect. (See "Context and State Dependence.")

19. Describe the semantic network theory of memory. Explain the process of spreading activation in memory. (See "Semantic Networks.")

20. Define the tip-of-the-tongue phenomenon and the feeling-of-knowing experience. Explain how these are related to the semantic network theory of memory. (See "Retrieving Incomplete Knowledge.")
21. Define constructive memory. Describe how PDP memory models explain the integration of semantic and episodic memories in memory construction. (See "Constructing Memories.")

22. Explain how PDP models produce spontaneous generalizations and why they help explain the operation of schemas. (See "Relating Semantic and Episodic Memory: PDP Models"; see also "Schemas.")

23. Discuss the use of eyewitness testimony in the courtroom. (See "Linkages: Memory, Perception, and Eyewitness Testimony.")

24. Define Ebbinghaus's method of savings. Explain his discoveries and why they are important to memory research. (See "How Do We Forget?")

25. Compare and contrast the decay and interference theories regarding forgetting information stored in long-term memory. Define retroactive interference and proactive interference. (See "Why Do We Forget? The Roles of Decay and Interference.")

26. Discuss the controversy surrounding repressed memories. Describe motivated forgetting, false memories, and flashbulb memories. (See "Thinking Critically: Can Traumatic Memories be Repressed, Then Recovered?")

27. Describe the synaptic activity associated with forming new memories. Describe the role of the hippocampus in episodic and procedural memory formation. (See "The Biochemistry of Memory.")

28. Explain the debate concerning the localized versus distributed nature of memory processes in the brain. Define anterograde and retrograde amnesia and discuss what information brain damage has provided to address this debate. (See "Brain Structures and Memory.")

29. Define mnemonics and explain why they improve memory. Give an example of the method of loci. (See "Improving Your Memory.")

30. Explain why distributed practice is more effective than massed practice. Describe the PQ4R method and its use. Describe the best method of taking notes in a lecture. (See "Improving Your Memory.")

Chapter Seven Terms:

1. Encoding
2. Acoustic Encoding
3. Visual Encoding
4. Semantic Encoding
5. Storage
6. Retrieval
7. Episodic Memory
8. Semantic Memory
9. Procedural memory
10. Explicit Memory
11. Implicit Memory
12. Maintenance Rehearsal
13. Elabrotative Rehearsal
14. Sensory Memory
15. Sensory Registers
16. Selective Attention
17. Short-Term Memory (STM)
18. Working Memory
19. Immediate Memory Span
20. Brown-Peterson Procedure
21. Long-Term Memory (LTM)
22. Primacy Effect
23. Recency Effect
24. Retrieval Cue
25. State-Dependent Memory
26. Spreading Activation
27. Method of Savings
28. Decay
29. Interference
30. Retroactive Interference
31. Proactive Interference
32. Anterograde Amnesia
33. Retrograde Amnesia
34. Mnemonics