

Cognition Exam 2 Study Guide.

The following material comes from lectures and book chapters 5, 6, 7, and 8. You should understand and be able to write a short paragraph for yourself about the following:

Chapter 5 Material:

Basics of memory: What is it, why is it important

Basics of memory: encoding, storage, retrieval

Atkinson and Shiffrin's Modal Model of Memory: Sensory, STM, LTM (be able to draw the model if you need to!)

Baddeley's Working Memory Model: Central Executive, Visuospatial Sketchpad, Phonological Loop, Episodic Buffer (be able to label this if you need to!)

Difference between Modal Model's STM and Working Memory

Sensory memory: What is known about capacity and duration (and how we know it!)

Short-term memory: What is known about capacity and duration (and how we know it!)

Chapter 6 Material:

Korsakoff's syndrome: what is it, what causes it, and how does it impact memory?

Amnesia: anterograde and retrograde

Dissociations between STM and LTM (this is how we know they're separate systems!)

H.M.: what type of amnesia he had and why

Clive Wearing: what type of amnesia he had and why

Dissociations between episodic and semantic LTM (this is how we know they're separate systems too!)

Long-term memory: What is known about capacity and duration (and how we know it!)

The serial position curve: primacy (LTM) and recency (STM) effect, best memory for items at beginning and end of the list (be ready to draw and label this if you need to!)

Types of coding in STM vs LTM (LTM is mainly semantic)

Types of LTM: Explicit vs. Implicit

Explicit: Episodic and Semantic (know what each is and how they differ from each other)

Implicit: Procedural memory, conditioning, priming (know what each is)

Chapter 7 Material:

Encoding: Maintenance Rehearsal vs. Elaborative Rehearsal

Levels of processing in memory (you should know all about Craik and Tulving's experiment)

Factors that aid encoding (imagery, self-reference, generation, etc)

Ways of testing memory: recognition vs. recall, and free recall vs. serial recall vs. cued recall

Bransford and Johnson (1972) experiment: the importance of organization, comprehension of material

Encoding specificity (learning information together with its context)

State-dependent and context-dependent learning: matching conditions at learning and test

Hebb and long-term potentiation (cells that fire together, wire together)

Importance of medial temporal lobe in memory consolidation

Chapter 8 Material:

Autobiographical memory: what makes it unique from other types of memory (mental time travel, spatial, sensory, and self-image characteristics)

Reminiscence bump: what is it, when do we see it, and what are the hypotheses about it?

Flashbulb memories: what are they, why do they exist, and what is special about them?

Eye-witness testimony: think of the video you watched as homework, in addition to the sections in this chapter that discuss it. What is it, what are the problems with it, and how can we make it better?

Cognition Exam 2 Study Guide.

War of the Ghosts demonstration: when you did this in class, what differences did you see in the story as you wrote it down vs. its original form? What information got lost? What got added? What was modified and how?