Psychology 321
Dr. Crutcher's class

Review Questions for Exam 2 (Chapters 5 & 6): Long-Term Memory, Memory
Strategies & Metacognition

The following questions should be useful in preparing for the exam. You can assume
they will cover most of what will be on the exam; however, anything that we have
covered in class or that is in the text could conceivably appear on the test.

1. Describe the levels of processing approach. Compare it to Atkinson and Shiffrin's
    theory. Be able to describe research that has supported the levels of processing
    approach.

2. Define and distinguish maintenance rehearsal and elaborative rehearsal? Give an
    example of each. Which type of rehearsal leads to better retention? How do these
    terms fit with the levels of processing idea?

3. What is the encoding specificity principle? How is it a continuation of the levels of
    processing approach but also a revision? Be able to give examples of situations that
    would illustrate the encoding specificity principle or be able to identify a task as an
    example of the encoding specificity principle.

4. What is the self-reference effect? Give an example of a study that shows the effect.
    What explanations are there for the self-reference effect?

5. Describe Tulving's model of Episodic, Semantic, and Procedural memory. Know
    what each of these types of memory are and be able to give examples of each.

6. What is encoding specificity? Discuss the empirical findings on encoding
    specificity? Give some examples of encoding specificity in operation. Explain how
    you could use the encoding specificity principle to improve your performance on a
    specific task: e.g. the next test..

7. Discuss the research on mood and memory? Summarize the different paradigms (i.e.
    memory for material differing in emotional content, mood congruence, and mood-
    state dependence)? What are the basic findings in each of these areas. Which of the
    paradigms shows the most consistent results? Under what conditions does mood-
    state dependence seem to occur most strongly?

8. Define and distinguish between implicit and explicit memory measures and tasks.
    What differentiates these two types of memory. Be able to give examples of each
    type of measure and task.

9. What does the research with amnesia show regarding implicit and explicit memory
    tasks? What is a **dissociation**? Explain and give an example of a dissociation?

10. What does the research on the implicit/explicit memory distinction show regarding
    normal individuals? How does this research revise the findings regarding *depth of
    processing*?

11. What is the current status of the implicit/explicit memory distinction? What are the
    current theoretical explanations for the distinction

12. Define what is meant by expertise in the psychological realm? What are the defining characteristics of expertise? What is the skilled memory effect? Give some examples of this effect?

13. You meet someone who claims to have a phenomenal memory and their claim is that they were just born that way. Why might the research on expertise make you suspicious of this claim? How would you test this claim?

14. According to the research discussed by Matlin why are people in general more accurate recognizing faces of people of their own ethnic group?

15. Define *autobiographical memory*. Give examples of topics that have been studied in this area of memory research.

16. Define *flashbulb memory*. What is the classic research on this topic and the researchers' findings. What does more recent research show?

17. Discuss in detail how misleading post-event information can lead to errors in eyewitness testimony. Describe the classic research on the **misinformation effect** carried out by Loftus and her colleagues. Based on this research, how might we change the way we gather testimony from eyewitnesses? How might we use this research to evaluate whether specific eyewitness testimony is trustworthy or not?

18. What is the false memory controversy? What's the controversy about?

19. What is the meaning of the term **ecological validity**? How does the term relate to the topic of autobiographical memory?

20. What were some of the suggestions from previous chapters for improving memory that Matlin reviews at the beginning of Chapter 5?

21. What is the role of practice in improving memory? Does practice always make perfect? What relevance does the earlier theory of expertise have for the role of practice in improving memory?

22. What is the spacing effect (or distributed practice)? The total time hypothesis? Expanded rehearsal intervals? How does each contribute to improving memory?

23. What are mnemonics? Describe two basic types of mnemonics (not specific mnemonic techniques like the keyword method but two general classes of mnemonics). Give a number of examples of specific mnemonic techniques for each general type of mnemonic.

24. Describe the *keyword method* and the *method of loci*. How are these two mnemonic techniques similar and different? The book describe using the keyword method to learn unfamiliar vocabulary. Think of a way to extend the technique to memorize another type of material.

25. Describe various organizational mnemonic techniques (e.g. creating a hierarchy, first letter technique, etc.). Give examples of each technique.

26. Discuss various methods and/or approaches to improving memory and give examples of each.

27. Explain how <u>external memory aids</u> work? What principle of memory is operating here? Give examples of external memory aids we commonly use.

28. What is the multimodal approach? Apply the multimodal approach to studying the material for this test. What should you do to apply the approach to studying for this test?

29. What is prospective memory? Compare and contrast it with retrospective memory? Discuss the research on prospective memory. What are some possible ways in which to improve prospective memory?

30. What is metacognition? What were the 3 major topics in metacognition discussed by Matlin and myself? Define and give examples of each.

31. What is metamemory? Summarize the different components or aspects of metamemory and summarize the research findings on metamemory

32. Explain how the TOT phenomenon is related to the topic of metacognition. What is the TOT phenomenon? When people have a TOT experience what kinds of information can they usually identify about the word they can't remember?

33. What is metacomprehension? What does the research suggest about the metacomprehension skill level of most college students? What is the relationship between reading skill and metacomprehension skill? Discuss some ways to improve metacomprehension skill. What type of research should be done to improve our understanding of metacomprehension and its relationship to reading comprehension skill?