

Chapter 8 Practice Quiz nb

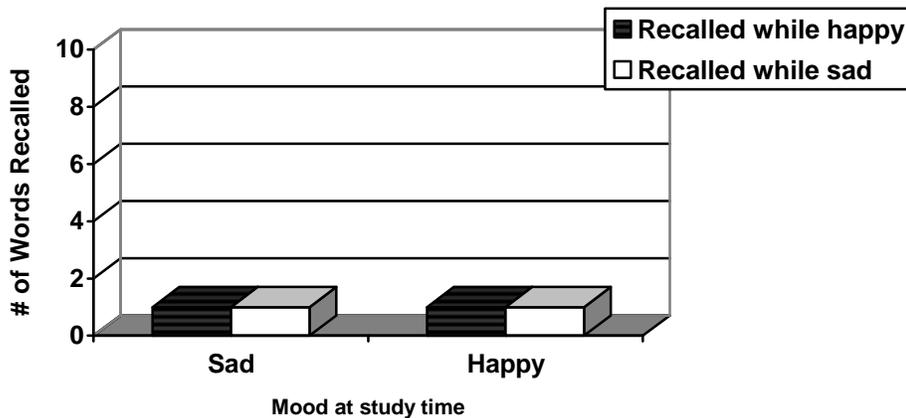
1. What do we know about short-term memory (STM)? **(circle all that apply)**
 - a. Information stored there lasts for less than a second. In order for this information to be used, it must be transferred into sensory memory.
 - b. The capacity of STM is limited to an average of 7 bits, or roughly between 5-9 items or bits of information.
 - c. Short term memory is where information goes after it is perceived by our senses and is attended to.
 - d. Information can remain in STM for about 5 minutes before it decays and is lost. STM has no capacity limitations, in other words, everything we perceive is stored in short term memory. But only a small amount of this information gets into long term memory.
 - e. Short term memory is the last stage of information processing. All information first passes through sensory memory, then working memory, then long term memory, and finally short term memory. It is in long term memory where the brain makes decisions as to whether to discard the information or to transfer it to short term memory where it is kept forever.
 - f. You can prolong a memory in short term memory by using maintenance rehearsal

2. Assume I showed you 20 words in a list and asked you to recall as many as you could. By directly asking you to report on what is in your memory, I would be using a(an) _____ memory test. If I used a word fragment completion task to get at whether or not any of those 20 words are in memory, I would be using a(an) _____ memory test. **(Circle one)**
 - a. Implicit, explicit
 - b. Explicit, implicit
 - c. Short term, long term
 - d. Contextual, sensory

3. You learned to tie your shoe when you were a child. That information must be stored in memory in order for you to tie your shoe today. That memory is called _____ memory. You also learned that there are 7 oceans in the world. This must also be stored in memory. But this memory is called _____ memory. **(Circle one)**
 - a. Explicit, implicit
 - b. Procedural, semantic
 - c. Anterograde, retrograde
 - d. Episodic, semantic
 - e. Semantic, procedural

4. Bill suffered a head trauma and could remember events that occurred before the trauma but couldn't remember anything that happened after the trauma. He can't get new information into memory. He could meet you today but wouldn't remember that he met you. What type of problem does he have? **Circle one**
 - a. Retrograde amnesia
 - b. Declarative amnesia
 - c. Anterograde Amnesia
 - d. Procedural amnesia

5. Janet was in a research study where she was shown a list of words. She was given 2 memory tests. First she had to write down as many as she could remember on a blank sheet of paper. This was a test of _____ memory. Then she was given a list of the words that she had seen along with new ones she hadn't and she was asked to indicate which ones she had seen during the study. This was a test of _____ memory. **Circle one**
- Procedural, semantic
 - Short term, long term
 - Sensory, long term
 - Recall, recognition
6. Jill conducted research where subjects studied words either in a happy or sad mood. They then had to recall the words in either a happy or sad mood. Complete the bar graph below by extending the bars upward given what you know about state dependent learning. (note – I know you can't be exact in the height you make the bars, but you can get the overall pattern correct).



7. What type of interference is being measured by this arrangement:

| | | | |
|---------------------|---------|---------|--------|
| Experimental Group: | Learn A | Learn B | Test A |
| Control Group: | Learn A | Rest | Test A |

8. In a Loftus and Palmer experiment, participants were asked questions about a filmed car accident they had seen earlier. Some were asked how fast the cars were going when they “smashed” into each other. Others were asked how fast the cars were going when they “hit” each other. What were the results? **(circle one)**
- The “smashed” group was surprised by the question and this led to less accuracy.
 - The “smashed” group “remembered” the cars as traveling faster than did those in the “hit” group.
 - The “hit” group didn't recall as many details because the question was more ambiguous than mentioned the cars “smashed” into each other.
 - The “hit” group had to use more imagination than did the “smashed” group in order to answer. This led to “imagination inflation”.

9. Janice was a participant in a research study that was measuring how strongly words were related in memory. She was doing a lexical decision task (see handout). Here are her trials along with her reaction time. (from lecture).

| Trial # | Prime Word | Target Word | Reaction Time (msec) |
|---------|------------|-------------|----------------------|
| 1 | Bed | Sheet | 650 |
| 2 | Cover | Sheet | 550 |
| 3 | Paper | Sheet | 600 |
| 4 | Fitted | Sheet | 925 |

Which prime word is most strongly associated with the word "sheet" in memory?

10. Bill is a researcher who presented a list of words one at a time to students. He randomly assigned students to one of three groups. The question Group A had to answer was "is the word in capital letters?". The question group B had to answer was "does the word rhyme with _____ (various words that rhymed or not were inserted in the blank)?" The question group C had to answer was whether the word fit into a particular sentence. **(fill in the blanks)**

Group _____ had the best recall and group _____ had the worst. These results highlight the _____ of _____ framework/perspective.

11. The texts talks about an information processing model that has 3 stages. Below are clues and your task is to identify the stages A, B, and C with their appropriate names.

You know that a memory in stage C lasts longer than a memory in stage B.

You also know that stage A has more capacity than stage C.

You also know that stage B is where information first goes.

Complete the blanks by putting the appropriate letter (A, B, or C) in the blanks:

Sensory memory is letter ____ Short term memory is letter ____ Long term memory is letter ____

12. We know that when you are given a list of words one at a time and then asked to recall as many as you can, you will be best with words at the beginning or end of the list.

This effect is known as the _____ effect

Tie Breaker

13. Dirk used many systems to help him remember words in a list. He remembered the notes on a piano represented by spaces of the musical staff by learning: Every Good Boy Does Fine. He learned the months of the year by reciting: 30 days hath September. These memory aids are called: **(circle one)**
- Tecktonics
 - Pajaros
 - Mnemonics
 - Visograms
 - Memagics
14. What do we know about the serial position effect when recall happens immediately after list presentation? **Circle all that apply**
- If shows that recall of a word can depend on when in the list the word was presented.
 - It says that words at the beginning of the list enjoy an advantage in recall over words in the middle because the words at the beginning enter an “empty” short term memory and benefit from increased rehearsal.
 - It says that words at the end of the list enjoy an advantage over words in the middle because the words at the end of the list are still in short term memory when recalled.
 - Words in the middle of the list enjoy an advantage over the first and last words because you are more relaxed when middle words are presented.
 - The serial position effect when graphed looks like a widened U, with serial position on the x axis and percentage recall on the Y axis
15. What can we say about iconic sensory memory? **(circle one)**
- The capacity is limited and the duration is 18 – 30 seconds.
 - The capacity is “whatever was seen” and the duration is less than a second.
 - The capacity is unlimited and the duration is longer than echoic memory.
 - Information there goes into Long Term first and then Short Term Memory.
16. Henry couldn't remember the name of his high school sweetheart until I showed him a picture of the house he lived in when he was in high school. What is responsible for the fact that he was able to remember only occurred after he saw the picture? **(circle one)**
- Rehearsal
 - Priming
 - Proactive retrieval
 - Procedural Memory
 - Chunking
17. I study for a psychology test and earn an A. But then I don't do well on a test in Sociology the next day because the concepts seemed similar and it seemed that they psychology that I learned HURT my learning and recall of Sociology. What is this interference called?
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18. Jill asked Jack what he wanted for dinner. Jack wasn't really paying much attention to her and said "huh?" As Jill was starting to re-ask the question, Jack realized that the memory of the question was still there and he answered her. Jill doesn't like it when Jack does that. She says "If you heard me, why do you say "huh" and make me repeat it? What happened is that the memory of the question was still in Jack's _____ memory when he didn't think it would be still here. **(circle one)**
- Procedural
 - Iconic
 - Echoic
 - Semantic
 - Long term
19. The capacity of short term memory is _____ bits of information. **(circle one)**
- 5
 - 12
 - 7 ± 2
 - Unlimited

Sudden Death

20. Assume I tell you that you were lost in the mall when you were six. You say you have no memory of that. (not surprising because I know that you never were lost in a mall). I tell you I can help you get your memory back. I have you imagine what it must have been like and I have you do this imagining repeatedly over several weeks. After that time, you now report you can remember it. What is responsible for the creation of this false memory? **(circle one)**
- The information never got into long term memory.
 - I used an explicit test when I should have used an implicit test.
 - Imagination inflation
 - What I did is called a "partial report method" and it helps people recover lost memories. Only in this case, it didn't work.
21. Donald Thomson was identified by a rape victim as the one who raped her. Turned out he was innocent because he was on TV at the time the victim was raped. What happened here? **(circle one)**
- The victim's long term memory was corrupted from anxiety.
 - The Mood Congruent Effect can account for this.
 - This is an example of the encoding specificity principle.
 - Source confusion is the explanation.