Review Sheet for PSYCH 316 Final Exam
FOR MATERIAL COVERED ON PREVIOUS EXAMS:

Ch. 1 & 2: Introduction (Historical Context & Methods)

- Method of introspection → Behaviorism → Cognitive Revolution: Where does Ebbinghaus fit into this historical sequence of approaches? The verbal learning researchers?
- The Information Processing Approach—what factors led to it?
- How are mental processes measured objectively?
- Cognitive Neuroscience: Important principles of brain functioning:
    1. Contralaterality
    2. Cerebral lateralization
- What are the primary neuropsychological methods used to relate brain activity with mental events?

Ch. 3: Perception and Pattern Recognition

- What is sensory memory & how is it shown? (Sperling's experiments & the auditory analog)

- How does the distinction between conceptually-driven (top-down) processing and data-driven (bottom-up) processing apply to visual pattern recognition?

Ch. 4: Attention

- What is selective attention? How is has it been studied in the laboratory?

- How do the view of attention as a limited capacity resource, the dual-task method, and the distinction between automatic and controlled processing interrelate?

- What does practice have to do with automaticity?

- What is the Stroop effect and how does it relate to the distinction between automatic and controlled processing?

Ch. 5: Short-Term, Working Memory

- Short-term, working memory is *immediate* memory. How does this contrast with long-term memory?

- How would one study *immediate* memory as opposed to long-term episodic memory? Long-term semantic memory?

- About how much information can be held in *immediate* memory? How can one get around this limitation?

- How do the terms *proactive* and *retroactive* interference apply to short-term, working memory? What is *the release from proactive interference*?

- What did Sternberg's work suggest about how the contents of short-term, working memory are scanned for specific pieces of information?

- What do the mental rotation experiments done by Shepard and colleagues tell us about short-term, working memory?

- How does Baddeley's working memory model describe short-term, working memory? How has the dual-task method been used to obtain support for this model?

Ch. 6: Long-Term Episodic Memory

- How does long-term episodic memory differ from long-term semantic memory?

- How is memory for specific episodes and events studied in the laboratory (as compared with how other types of memory (short-term memory; long-term semantic memory) are studied)?

- What sorts of things help new episodes and events get *encoded* into memory (i.e. levels-of-processing, self-generation, etc.)?

- Assuming that information has been encoded into long-term memory, what helps people to later *retriev*e the information that has been stored there?

- What is retrieval failure?

- How do the terms *proactive* and *retroactive* interference apply to long-term episodic memory?

Ch.7: Long-Term Semantic Memory

- How is semantic memory studied in the laboratory? How does this differ from the way in which episodic memory is studied? Why do you suppose this is?

- How does semantic memory appear to be organized?

- In a lexical decision task, people are faster for "NURSE-DOCTOR" than for "BREAD-DOCTOR." What does this finding suggest about how we access words from our store of knowledge? How does this relate to the Stroop effect (Ch. 3)?

Ch. 8: Memory in Natural Settings

- Retention of overall meaning versus specific details: which is generally better? How do we know this?

- What does top-down processing have to do with the encoding of new information into memory?

- What factors contribute to distortions of memory?

- How might the terms *proactive* and *retroactive* interference apply to the distortions of memory that are often seen in the lab?

- How do the memory distortions that have been demonstrated in laboratories relate to real-world issues?