OUTLINE OF TOPICS COVERED SINCE EXAM 1
(Ch. 4, Ch. 5, Ch. 6)

Chapter 4: ATTENTION

1. Before attention can be studied, it must first be defined. There are different views of/ways of defining attention. Your book lists several.
2. Three conceptions focused on in class were:
    i. Attention as a selective filter:
        --The dichotic listening technique has been used to study attention from this perspective. (know the logic behind the different studies and how the various theories of selective attention evolved: e.g., Broadbent's filter theory, Treisman's attenuation theory, Norman's pertinence model & Johnston & Heinz's research in favor of a multimode approach.)

    ii. Attention as a spotlight:
        --LaBerge study of visual selective attention (widening vs. narrowing the spotlight).

    iii. Attention as a limited capacity resource:
        --The dual task/divided attention technique has been used to study attention from this perspective. Understand the logic underlying this approach.
        --Understand the distinction between automatic and controlled processing. What does it have to do with divided attention & the view of attention as a limited capacity resource? What is the role of practice?
        --Schneider and Shiffrin did a study of automatic vs. controlled processing using their VISUAL SEARCH PARADIGM. Understand this study (e.g., the difference between varied mapping and consistent mapping & how practice affects performance in these two conditions). Some variations of this study were discussed in class. What were they?

Chapter 5: SHORT-TERM, WORKING MEMORY

1. Description:
    a. Conceptually, it is very closely related to awareness/attention—it has to do with the ability to hold

information in mind and/or perform operations on this information.

b. It is often conceived of as a limited capacity mental resource (in much the same way as attention)

2. Memory Span (How much information can people typically hold in ST/WM)? What strategy(ies) can people use to hold more?

3. Rehearsal (rote repetition) as a means of maintaining info in ST/WM.

4. Forgetting from Short-Term/Working Memory (Why is information lost from ST/WM if it is not actively maintained, such as through rehearsal?):

   2 Possibilities: Decay over time vs. Interference:

   a. Know the Brown-Peterson Task, the original findings using this task, what they were taken to mean, & any problems with this interpretation.
   b. Know Waugh & Norman's probe digit task—what did they demonstrate with this task?
   c. Know Proactive vs. Retroactive Interference:
      i. What is the difference between these 2 types of interference?
      ii. What is the release from proactive interference (PI)? How has this been demonstrated?

5. Rehearsal & ST/W Memory

   --Know the 2 functions of rehearsal (maintenance vs. transfer to LTM).

   --Know how these have been related to serial position curves:

      --What is the primacy effect? How have researchers related it to rehearsal & ST/W memory? What empirical evidence has supported this idea?

      --What is the recency effect? How have researchers related it to rehearsal & ST/W memory? What empirical evidence has supported this idea? What empirical evidence has gone against this idea? (This was discussed in class).

6. Scanning information in ST/W Memory

   --Sternberg's study:

      --What big question did Sternberg have about how people scan the contents of ST/WM for specific pieces of

information? What did he do to examine it? What was the outcome & what did he interpret it to mean?

7. Representation of information in ST/W Memory:
   --In what form(s) do we represent information in ST/W memory?
   --Verbal/Voice-like/Sound-based information? What is the evidence?
   --Visual/image-like information? What is the evidence?
   --Meaning? What is the evidence? (hint: interference in STM, see book also)

8. Baddeley's Working Memory Model:
   --What are the components? What are their roles?
   --Is there any evidence to support this model? What?

Chapters 6, 7, & 8 deal with LONG-TERM MEMORY (storing information over the long term, for access or use at a later time).

I. Chapter 6: EPISODIC LONG-TERM MEMORY

Definition:
Episodic Memory = Memory for specific episodes and events

--How is this type of memory studied?
--History (e.g., Ebbinghaus)

1. Encoding (Getting the information INTO memory):
   i. Effects of Rehearsal (Rote Repetition)
   ii. Levels-of-Processing Effects
   iii. Effects of Generation
   iv. Effects of Intention to Learn
   v. Imagery
   vi. Organization

2. Retrieval (Getting the information OUT OF memory):
   i. Forgetting (proactive and retroactive interference relevant)
   ii. Importance of Cues
   iii. Encoding Specificity