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| Extremely **influential** model. It has simulated research and led to practical applications such as early identification of dyslexia. | WM only concerns itself with STM. It does not give much detail or insight into LTM, and is therefore **not a comprehensive model** of memory. |
| Research support comes from case study patients like KF who can remember visual, but not verbal stimuli in STM. This demonstrates there **must be at least two systems** in STM, and that it is not unitary. | The WMM is **high in face validity**, meaning the model seems plausible.  In this case, it seems plausible because it fits with everyday experience of manipulating information when solving problems, with short term memory as an active process rather than a static store. |
| What is the function of the Central Executive? **Little research** has been conducted into the most important component of Working Memory – **the central executive**. It isn’t clear how it works or what it does. This vagueness means that it can be used to explain almost any experimental results. | Evidence for a general attentional processor in addition to the sub-components in the model, is provided by **dual task experiments**. However, these laboratory experiments are reasonably artificial and lack ecological validity. This means the results cannot necessarily be generalised to real life situations or tasks. |
| **Neurophysiological evidence** for the model comes from studies involving brain scans. PET scans have shown that different areas of the brain are used while undertaking verbal and visual tasks. These areas may correspond to components of WM. | Importance of rehearsal? Working Memory **doesn’t overemphasise** the importance of rehearsal for STM retention. Rehearsal is just one option within the articulatory loop instead of being the only means of transferring information to the long-term store. |
| WMM attempts to explain how memory actually functions. Evidence has been presented that suggests the phonological loop plays a key role in the development of reading and the phonological loop is not operative in some children with dyslexia. This loop helps us comprehend complex text and learn new spoken vocabulary. | The WMM does **not make it clear how we deal with information from smell and touch senses**. It just focuses on processing acoustic and visual information. |