|  |  |
| --- | --- |
| The multi-store model is an early but **influential** model of memory that many psychologists still find useful today. It has allowed psychologists to construct testable models of memory and provided foundations for later important work. | In this model rehearsal is vital for info to pass into the LTM, but it has been shown that simple repetition/rehearsal is not the only way we remember information. E.g. **‘flash bulb memories’** are not rehearsed, and smells are not rehearsed. |
| There is considerable research evidence for the distinction between several types of memory store; sensory, short-term and long-term, including empirical **biological evidence (**e.g. Squire). | Cohen (1990) argues that memory capacity cannot be measured purely in terms of the amount of information to be recalled, but rather the nature of information to be recalled. Some things seem to be harder to learn regardless of the amount there is to learn! |
| Several **case studies** demonstrate the distinction between types of memory store. Miller (1996) reported the case of HM, an individual who appeared to have an intact STM but defective LTM, as he was unable to recall or retain new information over long periods. | Clive Wearing could remember how to play the piano (**procedural** information). |
| Bekerian and Baddeley (1980) found that people didn’t know of the changes to BBC radio wavelengths despite hearing the information, on average, well over 1000 times. | The **recency effect** appears in serial recall tasks. Items at the end of a list seem to be better recalled than those in the middle. |
| The MSM is too simple, and **reductionist**. It fails to reflect the complexity of human memory. It assumes that there is a single STM and single LTM store. However, Baddeley (1973) showed participants could combine several STM tasks provided they use different sensory modalities. | Much of the evidence for the multi-store model comes from **artificial laboratory studies,** and case studies. |