**Memory checklist**

|  |  |  |
| --- | --- | --- |
|  | **I have notes on this.** | **I can do this.** |
| **The multi-store model of memory** |  |  |
| * Define encoding, capacity and duration with regards to memory. |  |  |
| * Define sensory memory, short-term memory and long-term memory. |  |  |
| * Know the differences in *encoding*, *capacity* and *duration* between sensory memory, short-term memory and long-term memory, including research studies to support each of the key differences (at least Sperling, Peterson and Peterson, Conrad, Miller, Bahrick et al., Baddeley). |  |  |
| * Describe the main stores, processes and features of the MSM. |  |  |
| * Evaluate (strengths and weaknesses) the MSM model (including the use of research studies to support the model). |  |  |
| **The working memory model** |  |  |
| * Know the differences between the WMM and the MSM and why it was developed (including knowledge of the ‘dual task method’) |  |  |
| * Outline each of the components of the WMM (central executive, phonological loop, episodic buffer and visuo-spatial sketchpad). |  |  |
| * Outline the function of each of the components. |  |  |
| * Evaluate the strengths and weaknesses of the WMM (including the use of research studies to support the model). |  |  |
| **Long-term memory types** |  |  |
| * Define, and know the differences between the three LTM types: Episodic, semantic, procedural. |  |  |
| **Eye-witness testimony** |  |  |
| * Define misleading information, post-event discussion, and misleading questions. |  |  |
| * Outline at least two studies into the effects of misleading information on EWT (e.g. Loftus and Palmer 1974, and 1975 follow up study). |  |  |
| * Outline at least one study that contrasts the findings of the above studies (e.g. Yuille and Cutshall 1986) |  |  |
| * Evaluate the research into misleading information and EWT. (e.g. methodological issues? Ethics? Practical applications? Further research?) |  |  |
| * Define the Yerkes-Dodson law and anxiety. |  |  |
| * Outline and evaluate Loftus (1979) weapon focus study into the effects of anxiety on EWT accuracy. |  |  |
| * Outline and evaluate at least two studies with contrary findings in a real-life setting (e.g. Christianson and Hubinette 1993, Yuille and Cutshall 1986). |  |  |
| **Improving eye-witness testimony** |  |  |
| * Define cognitive interview and enhanced cognitive interview. |  |  |
| * Describe the procedures involved in the cognitive interview, including Report everything, Context reinstatement, Recall in reverse order, Recall from a changed perspective. |  |  |
| * Be able to apply the CI and come up with questions based on the four key procedures. |  |  |
| * Evaluate the strengths and weakness of the CI (including research studies to provide effective commentary). |  |  |
| **Forgetting** |  |  |
| * Outline, and evaluate, the interference theory of forgetting, including the role of proactive and retroactive interference |  |  |
| * Outline, and evaluate, Postman (1960) supporting research of interference theory. |  |  |
| * Outline, and evaluate, the retrieval failure of forgetting, including the differences between context and state depedent cues. |  |  |
| * Outline, and evaluate, Tulving and Pearlstone’s (1966) supporting research, and Baddeley (1975) supporting research. |  |  |