OBJECTIVES

- Examine the variables that influence encoding and retrieval
- Introduce Levels of processing (LoP) theory of encoding
- Examine and evaluate theories of LoP effects:
  - Semantic vs. Non-Semantic encoding
  - Distinctiveness
  - Elaboration
- Examine other important encoding variables including Organisation, Self-Generation and Self-Reference
- Consider explanations of retrieval failure – role of using
- Discuss practical applications of evidence and theory

ENCODING

Many variables influence encoding: attention, mood, intention to learning, etc..

Most important is the type of processing that we carry out at encoding

Key idea introduced in the Levels of Processing (LoP) theory....

Levels of Processing theory

Craik and Lockhart (1972)

Recall = not a carbon copy (exact replica) of an event but a record of how you processed an event (mental process)

Information can be processed at different levels on a continuum from shallow processing to deep processing

SHALLOW = perceptual features, eg. size, case, colour

HOLIDAY, holiday, Holiday

DEEP = Semantic features (meaning-based) e.g. valency (pleasant), associations (beach), synonyms (vacation)

Deeper processing leads to better recall

Levels of Processing Experiment – Craik and Tulving (1975)

Read a list of unrelated words, e.g. bat, coffee, shield, coin. Incidental learning – no mention of memory test later (mimics real-life) – don’t deliberately set out to learn

Recognition test (surprise) = list of old (seen) words and new (unseen) words. For each word, did you see it on the list?

Manipulated type of study at encoding:

Shallow – upper or lower case judgement, e.g. is the following word in upper or lower case? BAT

Intermediate – rhyme judgement e.g. does the following word rhyme with hat? BAT