For information to be stored in memory it first has to be converted into a form that memory can use.

Each memory store uses its own type of encoding.
BADDELEY – provided evidence that encoding in LTM is primarily semantic (meanings). Participants were given either a list of acoustically similar or dissimilar or semantically similar or dissimilar words. After being shown the list, the participants performed a different task for 20 minutes and then were asked to recall the words.

Findings: recall was far worse for semantically similar words than the other 3 groups, therefore as the meaning of the words caused confusion, this supports that the LTM is a semantic store.

Duration:

BAHRICK – 392 participants from a US high school over a 50 year period were shown pictures from their year book. There were 2 groups: a recognition group (with names) and a recognition group (without names).

Findings: 1st group – 90% recalled accurately after 14 years, 60% after 47 years. 2nd group – 60% after 7 years, 20% after 47 years. Therefore, concluded that people can even remember information for almost an entire lifetime (47 years after graduation is almost a lifetime), and that recognition memory tasks based on recognition seem to be better than ones based on recall.
The Central Executive allocates processing resources to the 2 slave systems. It’s the most important component of the working memory and its dysfunction is implicated in neurological disorders.

The Phonological Loop is an auditory STM. It’s a loop as it can store and repeat sounds for 20-30 seconds. It has 2 sub-components: the Phonological Store (the inner ear and stores sounds) and the Articulatory Control Process (the inner voice and repeats sounds).

The Visuo-Spatial Scratchpad is a visual STM (the inner eye). It can manipulate images in 2 and 3 dimensions.
It has many strengths over the Multi-Store Model. It describes the STM as a collection of active processing mechanisms that work in 2 modalities (visual and verbal) rather than a single store that simply rehearsing verbal information. This allows it to explain memory function in patients with impairments to one component of the Working Memory but with normal function in the others ie KF.

There is considerable research evidence for the existence of the individual components of the Working Memory ie BADDELEY AND HITCH, PAULESCU.
GOODMAN AND REID – children have a greater susceptibility to leading questions than adults.

LEICHTMAN AND CECI – younger children are likely to absorb misleading information into their memories if they are asked the same question repeatedly to please the authority figure.