

COGNITION LECTURE 6 EPOSDIC MEMORY – ECONDING AND RETREIVAL

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 suing
- 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