

Retrieval

MODULE OVERVIEW

Module 25 explores the third stage of the memory process—retrieval. Retrieval is the process by which information is accessed from memory through recall or recognition. The module also discusses the factors that affect what we remember.

NOTE: Answer guidelines for all Module 25 questions begin on page 219.

MODULE REVIEW

First, skim this section, noting headings and boldface items. After you have read the section, review each objective by completing the sentences and answering the questions that follow it. In some cases, Study Tips explain how best to learn a difficult concept and Applications help you to know how well you understand the material. As you proceed, evaluate your performance by consulting the answers beginning on page 219. Do not continue with the next section until you understand each answer. If you need to, review or reread the section in the textbook before continuing.

Measures of Retention

Objective 25-1: Identify three measures of retention.

1. The ability to retrieve information not in conscious awareness but that was learned at an earlier time is called recall. The ability to identify previously learned items is called recognition.
2. If you have learned something and then forgotten it, you will probably be able to relearn it more (more/less) quickly than you did originally.

3. Researchers found that 25 years after graduation, people were not able to recall (recall/recognize) the names of their classmates but were able to recognize (recall/recognize) 90 percent of their names and their year-book pictures.

4. If you have learned something and then forgotten it, you will probably be able to relearn it more (more/less) quickly than you did originally. Additional rehearsal of learned material, called overlearning, increases (increases/does not increase) retention.

APPLICATION:

5. Complete this analogy: Fill-in-the-blank test questions are to multiple-choice questions as
 - a. encoding is to storage.
 - b. storage is to encoding.
 - c. recognition is to recall.
 - d. recall is to recognition.

Retrieval Cues

Objective 25-2: Describe how external cues, internal emotions, and order of appearance influence memory retrieval.

6. The best retrieval cues come from the associations formed at the time we encode a memory.
7. The process by which associations can lead to retrieval is called priming.

8. Studies have shown that retention is best when learning and testing are done in the same (the same/different) contexts.

9. What we learn in one condition is best remembered in that condition, called state-dependent memory. For example, we tend to recall experiences that are consistent with our current emotional state, which is called mood-congruent memory.

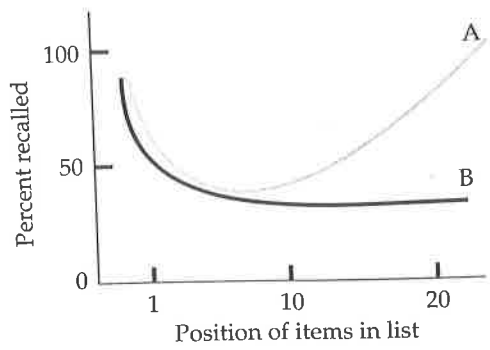
Describe the effects of mood on memory. When happy, we perceive things in a positive light and recall happy events. These perceptions and memories prolong our good mood. Same with feeling sad.

10. People who are currently depressed may recall their parents as rejecting, guilt-promoting, punitive. People who have recovered from depression typically recall their parents about the same as do people who have never suffered depression.

11. The tendency to remember the first and last items in a list best is called the serial position effect.

12. People briefly recall the last items in a list quickly and well, called the recency effect. Following a delay, first items are remembered better (better/less well) than last items, called the primacy effect.

APPLICATIONS:



13. The figure in the left-hand column depicts the recall of a list of words under two conditions. Which of the following best describes the difference between the conditions?

- a. In A, the words were studied and retrieved in the same context; in B, the contexts were different.
- b. In B, the words were studied and retrieved in the same context; in A, the contexts were different.
- c. The delay between presentation of the last word and the test of recall was longer for A than for B.

d. The delay between presentation of the last word and the test of recall was longer for B than for A. When recall is delayed, only 1st items are recalled more accurately.

14. Being in a bad mood after a hard day of work, Susan could think of nothing positive in her life. This is best explained as an example of

- a. priming.
- b. the spacing effect.
- c. mood-congruent memory.
- d. shallow processing.

15. In an effort to remember the name of the classmate who sat behind her in fifth grade, Martina mentally recited the names of other classmates who sat near her. Martina's effort to refresh her memory by activating related associations is an example of

- a. priming.
- b. mnemonics.
- c. encoding.
- d. relearning.

16. Walking through the halls of his high school 10 years after graduation, Tom experienced a flood of old memories. Tom's experience showed the role of

- a. state-dependent memory.
- b. context effects.
- c. implicit memory.
- d. echoic memory.

PROGRESS TEST

Multiple-Choice Questions

Circle your answers to the following questions and check them with the answers on page 220. If your answer is incorrect, read the explanation for why it is incorrect and then consult the text.

1. Which of the following is NOT a measure of retention?

- a. recall
 - b. recognition
 - c. relearning
 - d. retrieval
- process of remembering.*