Cheatography

Psychology - Coding, capacity and duration - AO1 Cheat Sheet
by Taalithaa (Taalithaa) via cheatography.com/183017/cs/38081/

CODING

Short term memory and long term memory

Baddeley

Aim: to investigate how information is coded in our short term and long term memory

procedure: 4 conditions - Baddeley had four groups in which he gave one word list to each group. The word list was either semantically similar, semantically dissimilar, acoustically similar, or acoustically dissimilar. Each participants had to learn the word list and then recall the words either immediately or after 20 minutes.

Findings: participants who were asked to recall the word list immediately after they had learnt them (STM) did worse on the acoustically similar list. Participants who were asked to recall the word list 20 minutes after they had learnt them (LTM) did worse on the semantically similar word list

Conclusion: information is coded acoustically in the STM and semantically in the LTM

CAPACITY

Short Term memory	Short Term memory
Jacobs	Miller
Aim: to investigate the capacity of the STM	Miller noticed that items come in sevens (seven deadly sins and seven days in the week) so therefore miller concluded that the short term memory has a capacity of 7 items. Miller aso found that it is the same mean capacity for words and letters.
Procedure: Jacobs would give participants a list of digits which they were to recall. Each time the pts correctly recalled the list of digits he would add a new digit to the list. When they got the list wrong he stopped the experiment.	Chunking- miller concluded that individuals remember more by chunking - this is where you group items into chunks.
Findings: the mean span of digits was 9.3 accurately recalled. The mean span of accurately recalled letters was 7.3.	
Conclusion: Jacobs concluded that the capacity of the short term memory was small - 9.3 for digits	

DURATION

Short term memory	Long term memory
Peterson and Peterson	Bahrick
Aim: to investigate the duration of short term memory.	Aim: to investigate the capacity
Procedure: Peterson and Peterson gave participants a consonant syllable and a three digit number. Participants were shown the consonant syllable then asked to count back in threes from the three digit number for either 3, 6, 9, 12, 15, or 18 seconds. They participants were told to recall the consonant syllable.	Procedure: 400 participants - 2 conditions - Condition 1, participants were asked to take part in a photo recognition task - participants were shown 50 photos of faces some of which were from their graduation yearbook. Condition 2- participants were asked to recall as many names as possible from their graduating class.

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DURATION (cont)

Findings: participants who were asked to recall the consonant syllable after 3 seconds - 90% accurately recalled the consonant syllable. Participants who were asked to recall the consonant syllable after 9 seconds - 20% of the participants accurately recalled the consonant syllable. Participants who were asked to recall the consonant syllable after 18 seconds - 2% of the participants accurately recalled the consonant syllable.	Findings: Condition 1 - participants who had graduated in the past 15 years had a mean accuracy of 90%. While participants who had graduated at least 40 years ago it declined to 70%. Condition 2 - participants who had graduated in the past 15 years had a mean accuracy of 60%. While participants who had graduated at least 48 years ago had a mean accuracy of 30%
Conclusion: duration is short - less than 18 seconds	Conclusion: duration of long term memory is long as participants could remember classmates from 48 years ago.

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