Outline for LTM classes

- Comprehension and memory
- Different types of long-term memory
- Autobiographical memory
- False memory

Taxonomy of memory types

Indirect tests of memory

- Example: word-stem completion
  - Show the start of a word, have people complete it
  - Example: Reh_ 
- What previous experience could have influenced your choice?
  - Encountering the word rehearsal in class 
  - The memory consists of repetition priming
    - Using words makes them more active

Recency and frequency

- Memory rank-orders words in terms of the recency and frequency of encountering them
  - Repetition increases frequency and recency
- In general, rehabilitation is more frequent
  - In a large corpus of written English:
    - Rehabilitation occurs 22 times per million words
    - Rehearsal occurs 4 times per million words
- In this class, rehearsal was recently more frequent
Reading inverted text
(Kolers, 1975)

- **Training** phase: Participants read 160 pages of inverted text:
  - Retraining phase (13-15 months later): 98 pages
    - Half old, half new (made no difference)
  - In both phases, a few pages of ordinary text

Results

![Graph showing relearning savings](image)

Implications

- We get better with practice at just about anything we do
  - Indefinitely, even if the returns diminish
- Skills take a while to develop but are stored long-term
  - Memory measured here as relearning savings

Autobiographical memory

- Memory for our life experience
- A small proportion of people seem to have a qualitatively superior form
- Questions:
  - What type of memory is superior?
  - Are their memories accurate?
  - Are the details complete?
  - What’s the mechanism?