

**TEST BANK**

**Chapter 1: Overview and History**

1. A relatively permanent record of an experience is the essence of \_\_\_\_\_.
  - a) behavioral potential
  - b) learning
  - c) memory \*
  - d) performance
  
2. Which is not a way that the term “memory” is used by psychologists?
  - a) as a unit of analysis \*
  - b) as a storage mechanism
  - c) as a process
  - d) as a record
  
3. Memory is \_\_\_\_\_.
  - a) a storage facility
  - b) the result of experience
  - c) a process
  - d) all of the above \*
  
4. Which is NOT a way that the term memory is used?
  - a) an item that holds the contents of previous experiences
  - b) a location where information is kept
  - c) mental processes involved in acquiring, storing, or retrieving information
  - d) a perfect replication of events \*
  
5. Which of the following is NOT an aspect of learning?
  - a) behavior potential
  - b) maturation \*
  - c) relative permanence
  - d) experience
  
6. Learning is \_\_\_\_\_.
  - a) a relatively permanent change in behavior potential
  - b) a process
  - c) the result of experience
  - d) all of the above \*
  
7. What is a good definition of learning?
  - a) a change in the potential to alter behavior as a consequence of experience \*
  - b) putting information in the memory store
  - c) retaining contents of experience
  - d) the mental process used to acquire, store, or retrieve information

8. An engram is to memory as \_\_\_\_\_.
- a) a keyboard is to a computer
  - b) a mouse is to a computer
  - c) a file is to a computer \*
  - d) a central processing unit is to a computer
9. Why are there so many metaphors for memory?
- a) because memory cannot be studied objectively
  - b) to demonstrate that all of our memories are different
  - c) because we cannot observe memory directly \*
  - d) because people's attitudes and opinions change so much over time
10. Metaphors for memory (like a recorder or organized storage) are used because \_\_\_\_\_.
- a) the uncomplicated nature of memory makes metaphors easy to find
  - b) memory must be observed indirectly, so metaphors are useful tools for understanding its complexities \*
  - c) you can exercise your memory like a muscle, so creating new metaphors makes your memory more efficient
  - d) using language as a mental representation prevents memory loss
11. Which metaphor captures the idea that there is an organization to memory?
- a) cow's stomach
  - b) lock and key
  - c) video camera
  - d) network \*
12. Which metaphor captures the idea that information in memory can be forgotten?
- a) leaky bucket \*
  - b) computer
  - c) junk drawer
  - d) library
13. Which metaphor of memory conveys the idea that memories are discrete collections of information?
- a) hidden observer
  - b) computer
  - c) literacy \*
  - d) aviary
14. One contribution of Plato's philosophy to work on memory was the idea that \_\_\_\_\_.
- a) different impressions vary in quality \*
  - b) memory is tied exclusively to experience
  - c) no man is an island
  - d) memories are stored in a collective subconscious

15. Aristotle's laws of association include all of the following EXCEPT \_\_\_\_\_.
- a) similarity
  - b) contiguity
  - c) contrast
  - d) idealized abstractions \*
16. Aristotle's laws of association include all of the following EXCEPT \_\_\_\_\_.
- a) similarity
  - b) regularity \*
  - c) contrast
  - d) contiguity
17. Who was the seventeenth-century scientist/philosopher who developed a sophisticated theory of memory but never followed up on it, leaving it to fall into obscurity, further delaying the onset of a scientific study of memory?
- a) Isaac Newton
  - b) Robert Hooke \*
  - c) Charles Darwin
  - d) Benjamin Franklin
18. What influence did Darwin have on theories of memory?
- a) the idea that memory develops in a person through a selection process
  - b) the concept that memory is dependent on a complex brain
  - c) the idea that memory has developed over the generations to adapt to the demands of the environment \*
  - d) none
19. Memory development in a person is guided by his or her DNA.
- a) true
  - b) false
  - c) partially true\*
  - d) true, except for cases of brain damage
20. An important concept that is heavily used in theories of memory that developed out of the empiricist tradition is \_\_\_\_\_.
- a) the association \*
  - b) adaptation to changes in the environment
  - c) the engram
  - d) separation of mind and body
21. Empiricists such as Aristotle believed that memory operates as \_\_\_\_\_.
- a) associations between experiences or stimuli \*
  - b) a bridge between perceptions and rational abstractions (since empirical observations are often distorted)
  - c) an abstract, perfect realm without need for additional inquiry
  - d) the rational link between the mind and the body

22. An important idea for memory research taken from the rationalist tradition in philosophy is that \_\_\_\_\_.
- a) the mind is rational
  - b) everything is explainable with empirical testing
  - c) genetics is the guide to understanding memory at its basic level
  - d) the mind actively constructs our interpretation of reality \*
23. Something discovered by Ebbinghaus that describes a process that can reduce the effects of forgetting is \_\_\_\_\_.
- a) forgetting curve
  - b) overlearning \*
  - c) learning curve
  - d) savings
24. Ebbinghaus used nonsense syllables to study memory because \_\_\_\_\_.
- a) he wanted to study memory in its pure form \*
  - b) he did not have other people to test
  - c) they are easy to create in German
  - d) he wanted an experimentally clean way to assess prior knowledge
25. Which of the following is NOT a principle of memory discovered by Ebbinghaus?
- a) learning curve
  - b) schema \*
  - c) savings
  - d) distribution of practice
26. Which of the following important figures in the history of memory research was interested in how prior knowledge influences memory?
- a) Ebbinghaus
  - b) Barlett \*
  - c) Thorndike
  - d) Tolman
27. What is an important concept in memory developed by Bartlett?
- a) learning curve
  - b) schema \*
  - c) savings
  - d) distribution of practice
28. What is an important distinction in types of memory made by William James?
- a) memory store hegemony
  - b) hierarchical rotations
  - c) the difference between primary and secondary memory \*
  - d) the difference between procedural and declarative memory

29. An important contribution of the gestalt movement to modern memory psychology is \_\_\_\_\_.
- a) isomorphism of representation and process \*
  - b) reductionistic methods
  - c) the emphasis on observable behaviors
  - d) segregation of different memory stores
30. According to the gestalt psychologists, \_\_\_\_\_.
- a) the whole is more than a sum of its parts
  - b) the whole is different than the sum of its parts \*
  - c) latent learning is the most dominant form of memory
  - d) memory is best understood using a reductionistic approach
31. Historically, most of the research by behaviorists involved nonhuman animals because \_\_\_\_\_.
- a) compared with humans, there were more ethical concerns
  - b) of concerns about the lack of interrelations among various species
  - c) animals might permit the study of learning in a purer form \*
  - d) of all of the above
32. The behaviorists did not study memory because \_\_\_\_\_.
- a) it was too hard
  - b) it could not be directly observed \*
  - c) they were concerned with developing therapies
  - d) they were focusing on the Law of Effect
33. What is one of the most important contributions of research in the behaviorist tradition to modern research on memory?
- a) methodological rigor \*
  - b) a disdain for physical sciences
  - c) a lack of neurologically based theories
  - d) advanced statistical methods
34. A line of memory research that followed from Ebbinghaus's work with nonsense syllables is \_\_\_\_\_.
- a) verbal learning \*
  - b) rationalism
  - c) empiricism
  - d) behaviorism
35. What was a primary stimulus used in the verbal learning tradition of studying memory?
- a) nonsense syllable
  - b) educational texts
  - c) spoken words
  - d) paired associates \*

36. Which verbal learning method involved recombinations of A and B items on a second list of paired associates?
- a) A-B C-D
  - b) A-B A-D
  - c) A-B A-B'
  - d) A-B A-Br \*
37. Lashley's search for the engram resulted in \_\_\_\_\_.
- a) the discovery that there is no such thing as photographic memory
  - b) the discovery that rats have very deficient memory systems
  - c) the discovery that memory resides in the hippocampus
  - d) the discovery that memory is not localized \*
38. Which of the following describes what Lashley found about how removing portions of the cortex of rats affected later memory for a maze that had been learned?
- a) Performance was based on what parts were removed.
  - b) The amount of cortex removed was critical, not the location from which it was removed. \*
  - c) There was great inter-individual variation.
  - d) The brain did not regenerate neurons that had died.
39. Which researcher or group of researchers is matched with the correct concept below?
- a) Lashley: paired associative learning
  - b) Bartlett: rationalism
  - c) behaviorism: the whole is different than the sum of its parts
  - d) Ebbinghaus: learning curve \*
40. Which of the following important figures in the history of memory research is known for his research on the search for the engram?
- a) Ebbinghaus
  - b) Barlett
  - c) Lashley \*
  - d) Tolman
41. Which approach to human learning and memory made an analogy between the human mind and a computer?
- a) cognitive \*
  - b) behaviorist
  - c) neurological
  - d) Ebbinghaus tradition
42. What is an important influence of the cognitive revolution on the study of memory?
- a) the computer metaphor \*
  - b) an appreciation of holistic processing
  - c) rejection of subjective introspection
  - d) an application of associative structure

43. The cognitive revolution \_\_\_\_\_.
- a) ignored the methodological rigor put in place by behaviorists
  - b) asserted that memory was like a computer \*
  - c) considered thought an invalid topic of study
  - d) felt memory was unimportant because it was not observable
44. Which of the following is NOT a component of the modal model of memory?
- a) sensory registers
  - b) control processes
  - c) levels of processing \*
  - d) long-term memory
45. The components of the modal model of memory are \_\_\_\_\_.
- a) short-term memory, long-term memory, episodic memory, and semantic memory
  - b) episodic memory, semantic memory, and procedural memory
  - c) declarative and nondeclarative memory
  - d) short-term memory, long-term memory, sensory register, and control processes \*
46. Which if the following is NOT a part of the standard (modal) model of memory?
- a) control processes
  - b) sensory registers
  - c) procedural memory \*
  - d) long-term memory
47. The modal model of memory contains \_\_\_\_\_.
- a) implicit memory and explicit memory
  - b) deep and shallow levels of processing
  - c) learning and forgetting curves
  - d) sensory registers and control processes \*
48. According to the modal model, what is needed to transfer information from iconic memory to short-term memory?
- a) attention \*
  - b) conscious strategies
  - c) semantic encoding
  - d) It cannot be done.
49. Who is credited with the creation of the modal model of memory?
- a) Atkinson & Shiffrin \*
  - b) Tulving & Ebbinghaus
  - c) Skinner & Tolman
  - d) Miller & Smith
50. Which portion of long-term memory can best be described as noetic?
- a) episodic
  - b) priming

- c) semantic \*
  - d) procedural
51. In Tulving's triarchic theory of memory systems, the anoetic consciousness means that \_\_\_\_\_.
- a) memory does not require the firing of neurons
  - b) memory is not consciously organized into memory systems
  - c) memory does not include subconscious behavior
  - d) memory does not require knowledge (conscious awareness) \*
52. In Tulving's triarchic theory, which type of memory requires auto-noetic knowledge?
- a) semantic
  - b) implicit
  - c) episodic \*
  - d) noetic
53. Which memory system is NOT part of Tulving's triarchic theory?
- a) procedural
  - b) explicit \*
  - c) episodic
  - d) semantic
54. In Tulving's triarchic theory, semantic memory corresponds to what type of knowledge?
- a) innoetic
  - b) noetic \*
  - c) auto-noetic
  - d) anoetic
55. Which portion of long-term memory involves explicit memory?
- a) priming
  - b) procedural
  - c) classical conditioning
  - d) semantic \*
56. Nondeclarative memory \_\_\_\_\_.
- a) refers to memories that are easy to articulate
  - b) resides in the sensory register
  - c) includes procedural memory \*
  - d) includes semantic memory
57. Declarative memories \_\_\_\_\_.
- a) are open to conscious awareness and are easy to articulate \*
  - b) are open to conscious awareness and are difficult to articulate
  - c) are not open to conscious awareness and are easy to articulate
  - d) are not open to conscious awareness and are difficult to articulate
58. An example of a task that would rely on procedural memory would be \_\_\_\_\_.
- a) learning to ice skate \*



- b) remembering your home address
  - c) learning the parts of a bicycle
  - d) remembering how your first date went
59. Episodic memories often \_\_\_\_\_.
- a) are organized by meaning
  - b) have only an implicit influence
  - c) have a temporal coding \*
  - d) are implicated in conditioned reflexes
60. Semantic memory stores information based on \_\_\_\_\_.
- a) its meaning \*
  - b) a person's neurological state
  - c) the time it was encountered
  - d) life narrative
61. Episodic memories often \_\_\_\_\_.
- a) are forgotten quickly \*
  - b) are exclusively implicit
  - c) lose identity
  - d) develop over time
62. Semantic memory refers to \_\_\_\_\_.
- a) language skills
  - b) encyclopedic knowledge \*
  - c) cross-cultural memories
  - d) relatively new memories

### **Short Answers**

1. What is the definition of memory?
2. What are three ways that the term "memory" can be used by psychologists?
3. What is the definition of learning?
4. What is one metaphor for memory, and what aspects of memory does it capture?
5. How has the literacy metaphor been influential in theories of memory?
6. What are Aristotle's laws of association?
6. What are some of the major findings about memory to come out of the early work by Ebbinghaus?
7. Describe the cognitive view of human learning and memory.

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8. According to the modal model of human memory, which two memory stores have more or less direct contact with the external world?
9. What are the components of the modal model of memory?
10. What is one major division of memory, and what aspects of memory does it capture?