

Psychology 305
2013-2014

The course includes lectures and a lab.

In the lab, we conduct several experiments including replications of classic studies from the literature. Each student will serve as both an experimenter and as a participant. Be prepared to take your data home using a USB-key. The data from the class will be pooled to provide an statistical analysis of the experiment. Students will write-up each lab and turn in a report.

Grades in the course are based on the lab (50%) and the exam (50%). The lab grade will be based on the grades from the best 5 labs of the series.

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| Sept | 10 | Introduction: Why memory is central to behaviour. |
| | 13 | Theory: What makes a theory good? |
| | 17 | Memory in the history of Psychology-1 Hull, Skinner, and S-R psychology |
| | 20 | Memory in the history of Psychology-2 The Cognitive revolution |
| | 24 | Information theory (Background for Lab 1). |
| | 27 | Sensory memory: The Iconic memory story. |
| Oct | 1 | Sensory memory: Confounds revealed |
| | 4 | Structural ideas about memory: Background to the “modal” model |
| | 8 | The modal model: STM to LTM |
| | 11 | The modal model: Predictions from the modal model |
| | 15 | Recognition 1: Sternberg's approach |
| | 18 | Recognition 2: Testing Sternberg |
| | 22 | Recognition 3: If scanning is wrong: Strength and other approaches |
| | 25 | Recognition 4: Decision in the recognition task. |
| | 29 | Recognition 5: Familiarity theory (Ratcliff, 1978) |
| Nov | 1 | Recognition 6: Dual-process models |
| | 5 | Recognition 7: Models of retrieval (Minerva 2) |
| | 8 | Recognition 8: How do we reject foils? |
| | 12 | Recognition 9: Deblurring the echo |
| | 15 | cancelled (Psychonomics Society Meeting) |
| | 19 | Perspectives on Encoding |
| | 22 | Using Imagery during encoding |
| | 26 | Neural-networks as models |
| | 29 | Some algebra for memory |

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| Jan | 7 | Implicit learning/Implicit memory |
| | 10 | Implicit Learning: Categorization |
| | 14 | Implicit Learning: Performance in SRT |
| | 17 | Implicit Learning: Dissociation in Amnesia |
| | 21 | Implicit Learning: Final thoughts |
| | 24 | Forgetting: decay, interference (RI & PI) |
| | 28 | Forgetting: Loss versus inaccessible? |
| Feb | 31 | Episodic and Semantic memory |
| | 4 | Control processes |
| | 7 | Control again |
| | 11 | Recall paradigms 1 |
| | 14 | Recall paradigms 2 |
| | 18 | Reading week |
| | 21 | Reading week |
| | 25 | Structure of Knowledge |
| | 28 | Knowledge Priming & spreading activation |
| | March | 4 |
| 7 | | Applications of LSA |
| 11 | | BEAGLE: Learning meaning |
| 14 | | Demonstrations of BEAGLE |
| 18 | | Exotica: How to improve your memory |
| 21 | | Memory and genius |
| 25 | | Review of the labs |
| 28 | | Summing up |