

Remember, Remember...

- ...everything that you can on the MSM.
- Draw the diagram out on the table.
- Provide as much detail on the diagram as possible.
- Identify what three things need to be known about each store.
- Do this without using your books or notes.



Success Criteria

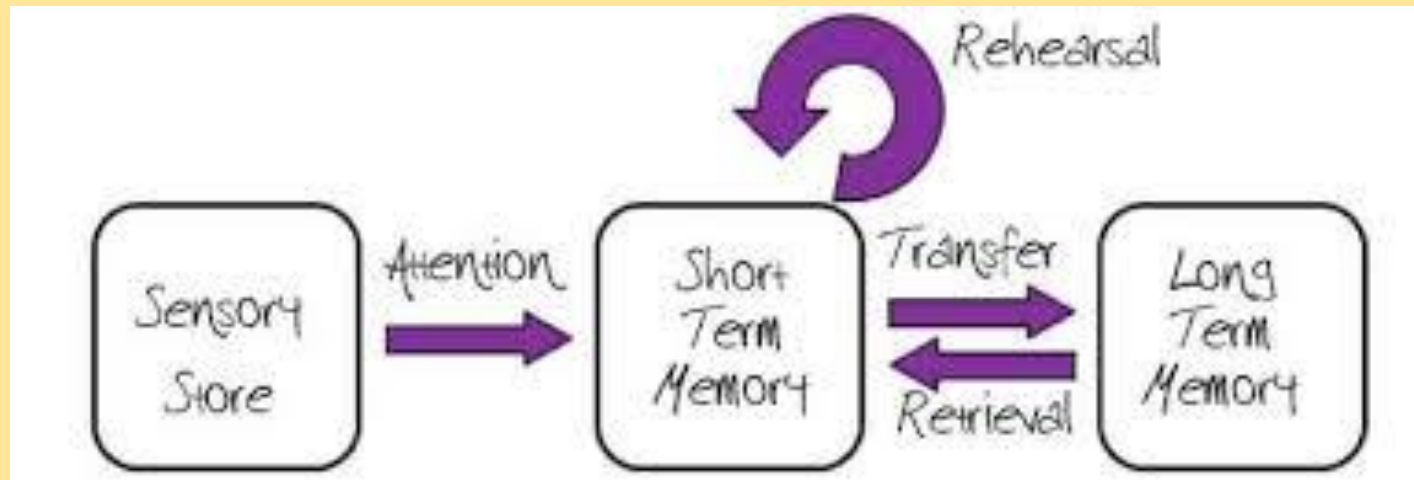
Grade C: Recall information about the description of MSM.

Grade B: Describe research involved in the MSM.

Grade A: Evaluate the MSM.

MSM

- For sensory register, short term memory and long term memory you must know:
 - Capacity
 - Coding
 - Duration



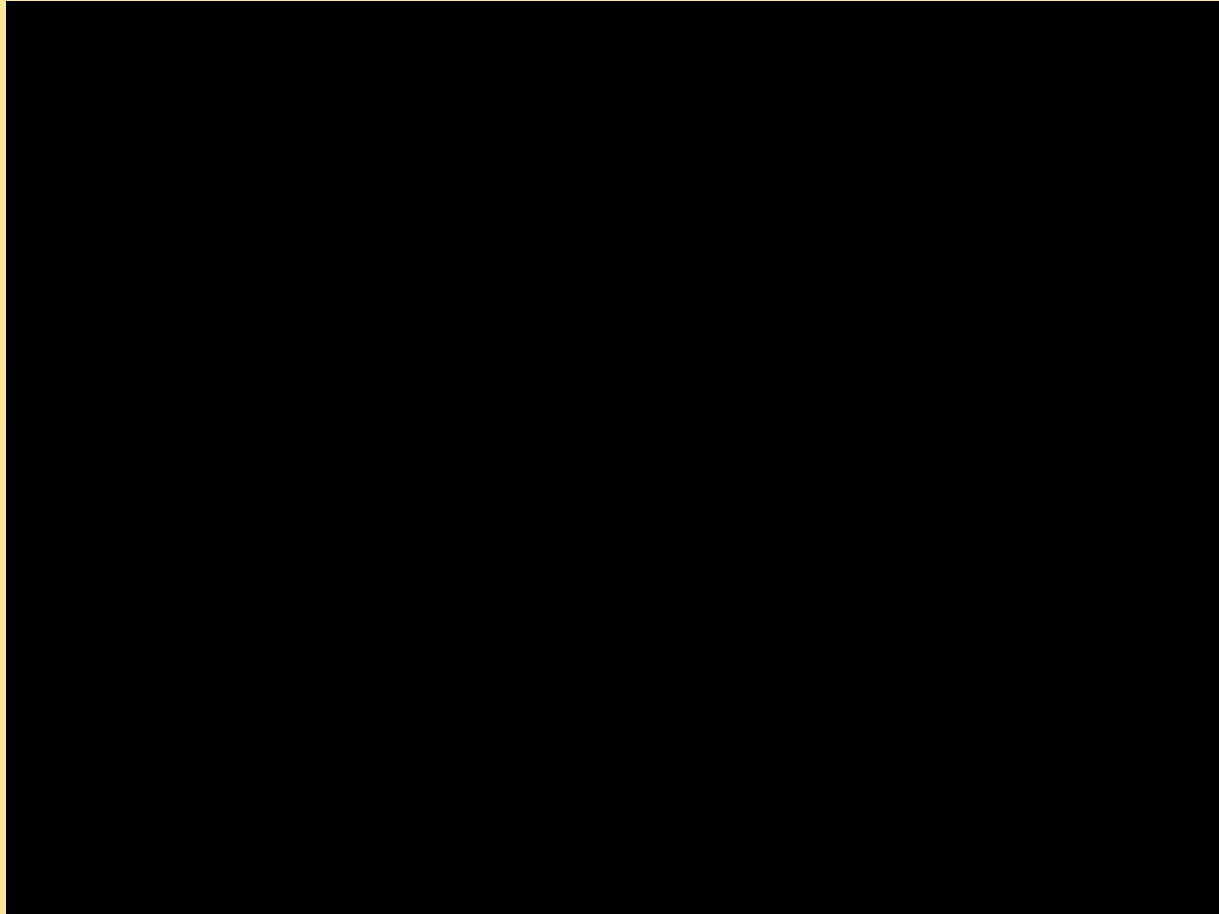
MSM Description

- Atkinson and Shiffrin (1968) developed the Multi-Store Model of memory (MSM), which describes flow between three permanent storage systems of memory: the sensory register (SR), short-term memory (STM) and long-term memory (LTM).
- The SR is where information from the senses is stored, but only for a duration of approximately half a second before it is forgotten.
- It is modality-specific, i.e. whichever sense is registered will match the way it is consequently held (for instance, a taste held as a taste).

MSM Description

- However, if attended to, sensory information moves into the STM for temporary storage, which is primarily encoded acoustically (as a sound).
- STM is thought to have a capacity of 5-9 items and duration of approximately 30 seconds. This capacity can be increased through 'chunking' (converting a string of items into a number of larger 'chunks', e.g. number 343565787 to 343 565 787).
- Rehearsing information via the rehearsal loop helps to retain information in the STM, and consolidate it to LTM, which is predominantly encoded semantically. Information can be stored and retrieved for up to any duration, and equally has a seemingly unlimited capacity.

Clive Wearing



Clive Wearing

- How can the MSM be used to explain the behaviours shown by Clive?
- Which areas of the model are intact?
- Which areas of the model are not intact?
- How can this be used as evaluation for the MSM?
- Discuss your ideas with the people around you.
- Be prepared to share your ideas.



Patient KF

- KF was studied by Shallice and Warrington.
- They found that KF's short term memory for digits was very poor when they read them out loud to him.
- However, his recall was much better when he was able to read the digits to himself.



KF

- How can the MSM be used to explain the behaviours shown by KF?
- Which areas of the model are intact?
- Which areas of the model are not intact?
- How can this be used as evaluation for the MSM?
- Discuss your ideas with the people around you.
- Be prepared to share your ideas.



Your Task

- You have been given evaluation points about the MSM.
- Decide whether these points are strengths or weaknesses of the model.
- Choose three of the evaluation points and PEEL them.
 - This means you should be producing three PEELed points.



MSM Evaluation

- There is a large base of research that supports the idea of distinct STM and LTM systems (e.g. brain-damaged case study patient KF's STM was impaired following a motorcycle accident, but his LTM remained intact).
- It makes sense that memories in the LTM are encoded semantically - i.e. you might recall the general message put across in a political speech, rather than all of the words as they were heard.
- The MSM was a pioneering model of memory that inspired further research and consequently other influential models, such as the Working Memory Model.

MSM Evaluation

- Some research into STM duration has low ecological validity, as the stimuli participants were asked to remember bear little resemblance to items learned in real life, e.g. Peterson and Peterson (1959) used nonsense trigrams such as 'XQF' to investigate STM duration.
- The model is arguably over-simplified, as evidence suggests that there are multiple short and long-term memory stores, e.g. 'LTM' can be split into Episodic, Procedural and Semantic memory.
- It is only assumed that LTM has an unlimited capacity, as research has been unable to measure this accurately.

Success Criteria

Grade C: Recall information about the description of MSM.

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Grade A: Evaluate the MSM.

Question Booklet

- Complete the following questions in the MSM section:
 - 1, 2, 3, 4, 5, 6, 7, 8, 18, 31, 32.
- Be prepared to discuss your ideas with the people around you.
- Extension Task - look through the 34 questions that have been asked on the multi-store model of memory.
 - What trends do you see?
 - Are there any questions that you would not be able to answer?



Homework



- Due Tuesday 17th April.
- Choose 5 exam questions.
- This can be from research methods, social influence or memory.
- Write out the question and write the corresponding answer.
- You will hand in 5 written questions with 5 written answers.
- You choose the level of stretch and challenge!