



GÖTEBORGS UNIVERSITET

STUDENT

0003-SPO

TENTAMEN

TIG111 Minne

Kurskod	TIG111
Bedömningsform	--
Starttid	09.01.2025 08:00
Sluttid	09.01.2025 11:00
Bedömningsfrist	--
PDF skapad	06.08.2025 11:22
Skapad av	Catarina Elg

Delkurs 1: Minnesteorier, 3,5 hp

OMTENTAMEN

Tentamen består av sant/falskt-frågor, flervalsfrågor med ett korrekt alternativ samt korta essäfrågor. Svara helst på engelska men svenska går också bra.

Maxpoäng är 24. Poänggränsen för Godkänd är 14 och för Väl godkänd 19.

Tillåtet hjälpmedel: Tryckt eng-sve/sve-eng lexikon (utan anteckningar)

i True/false Questions

- 1 Human memory can be defined as the conscious recollection of personally experienced events.

Välj ett alternativ:

Sant



Falskt



Fel. 0 av 1 poäng.

- 2 Human memory works in the same way as a computer hard drive - files can be stored and later retrieved in their original form.

Välj ett alternativ:

Sant

Falskt



Rätt. 1 av 1 poäng.

3 Concepts in memory are represented by necessary and sufficient features.

Välj ett alternativ:

Sant



Falskt



Fel. 0 av 1 poäng.

4 People's short-term memory is poor, lasting only minutes at most.

Välj ett alternativ:

Sant



Falskt



Fel. 0 av 1 poäng.

5 Visual and the spatial working memory are disrupted by the same interference tasks since they both rely on the same working memory resources.

Välj ett alternativ:

Sant

Falskt



Rätt. 1 av 1 poäng.

6 The source monitoring framework aims to explain how people keep track on the origins of information.

Välj ett alternativ:

Sant



Falskt

Rätt. 1 av 1 poäng.

7 Memories with self-reference produces poorer recollection than without self-reference.

Välj ett alternativ:

Sant

Falskt



Rätt. 1 av 1 poäng.

8 Autobiographical memory includes episodic as well as parts of semantic memory.

Välj ett alternativ:

Sant

Falskt



Rätt. 1 av 1 poäng.

i

Short Text Questions

Write answers preferably in English, but Swedish is also ok.

9 Imagine you are conducting a study to investigate how brain activity changes during learning. You are not interested in the exact brain area that is responsible for learning, but in the precise timing of brain activity changes. Which neuroimaging technique would you use and why? Provide a brief explanation of your choice. (1 point)

Skriv in ditt svar här

I would choose EEG since I am not interested in the exact brain areas. With EEG I can see the neural activity during learning and it has high temporal resolution, so therefore it fits the best (even though the noise can be a bit much with EEG compared to fMRI).

Ord: 49

Besvarad.

- 10 Give two examples of how memory is represented in the brain at a molecular level. Explain one of them. (2 points)

Skriv in ditt svar här

Myelin plasticity and Long term potentials (LTP) is two examples of how memory is represented in the brain at a molecular level.

Myelin plasticity creates a layer of myelin on the axon of the synapse. This layer can grow thicker and longer (which makes it quicker for action potential to travel that way).

Ord: 53

Besvarad.

- 11 Give a brief explanation of how replay is important for memory consolidation. (1 point)

Skriv in ditt svar här

An example a replay of place cells is important for memory consolidation. Place cell sequences replays during sleep and rest which helps with the memory consolidation.

Ord: 26

Besvarad.

- 12 List two factors that determine learning success. Provide evidence for one of them (i.e. explain an experiment that shows its importance). (2 points)

Skriv in ditt svar här

Two factors that determine learning success is:

- the total time spent on learning
- repetition of the material (preferably in the form of spaced learning)

The total time hypothesis, and the tests that has been done to prove it, show that the longer you spend on learning the more you learn. A study showed that if you spend two hours on learning vs. four hours, the participants studying four hours learnt almost twice as much compared to the two hour study participants.

Ord: 83

Besvarad.

- 13 Despite evidence that certain types of learning are better than others, the 'better' ways of learning are not always implemented by students. Why is that? (1 point)

Skriv in ditt svar här

Many students study for an exam or a quiz. They might not be focused then on studying to remember the material long-term. They study a lot for the test or exam and in that scenario a studying everything in mass seems beneficial.

Meta memory, which is tested in the study about painters different paint-styles shows that the students tested thought that the technique (tekink) for learning different artist styles the best, was the worst. The students thought that mass learning, in the form of studying the artist separately was going to give the best result. Some students got to study the paintings in this mass learning way (where the paintings were grouped after the artists), and others got to study the paintings in a mixed order with different artists mixed. The result of the study shows that the study of mixed order of paintings gave the best memory result. This was the opposite of what the students/participants had predicted.

Meta memory is one way to explain why despite evidence that certain types of learning are better than others, the 'better' ways of learning are not always implemented by students. They think that their learning works differently than it does. They make an "uppskattning" of their memory and might often think that they learn well in mass learning when that is not the case. But this might give a short-term effect and feeling of knowing a lot and then doing good on their exam, but long-term they forget a lot of the material they studied in mass.

Just being lazy and especially procrastination is also things that I think every student does.

Ord: 271

Besvarad.

- 14 Why is verbal overshadowing bad for procedural learning? (1 point)

Skriv in ditt svar här

Verbal overshadowing is bad for procedural learning since it can disrupt the implicit knowledge that is procedural learning. The procedural learning is happening unconsciously and to then put the activity (or whatever it is that you are learning) in to words can disrupt the implicit procedural learning.

A study about golfers did however show that verbal overshadowing affected the performance of beginner golfers less than for the more experienced golfers. Showing that the golf knowledge in the beginning was as much explicit as implicit, but later became more implicit knowledge than explicit. So in the beginning of learning it might not be as bad to experience verbal overshadowing as when you've learnt the activity or sport a lot more.

Ord: 119

Besvarad.

i**Multiple-Choice Questions**

Please select the best alternative.

15

Which task is most affected by the performance of the phonological loop?

Välj ett alternativ:

- Generating (subjective) random numbers
- Making a good move in Chess
- Imagining the rooms of one's apartment or house
- Learning new words in a foreign language



Rätt. 1 av 1 poäng.

16 What is true concerning studies of remembering simple drawings called doodles?

Välj ett alternativ:

- Recall is generally good for doodles.
- Recall is poorer with word descriptions.
- Recall is generally good but only for simple doodles.
- Recall is poor without word descriptions.



Rätt. 1 av 1 poäng.

17 A laboratory memory test that uses the item "Did you study DOG?" is called

Välj ett alternativ:

- Forced-choice recognition
- Lexical decision
- Yes/No recognition
- Cued recall



Rätt. 1 av 1 poäng.

18 Childhood amnesia is the phenomenon that

Välj ett alternativ:

- adults don't remember traumatic events from early childhood.
- children remember very few events from their daily life.
- that children often suffer from amnesia.
- adults remember very few events from early childhood.



Rätt. 1 av 1 poäng.

19 How does intention to learn affect the memory performance in a levels of processing task?

Välj ett alternativ:

- It improves memory performance but only for deep processing.
- It lowers memory performance.
- It does not affect memory performance.
- It improves memory performance.



Rätt. 1 av 1 poäng.

20 Which explanation for forgetting has NOT received much empirical support?

Välj ett alternativ:

- Interference
- Contextual shift
- Trace decay
- Repression



Rätt. 1 av 1 poäng.

21 Endel Tulving's influential distinction between types of memory concerns

Välj ett alternativ:

- episodic vs semantic memory.
- explicit vs implicit memory.
- declarative vs procedural memory.
- self-referential vs non-self-referential memory.



Rätt. 1 av 1 poäng.

22 David Rubin's conceptual model of memory

Välj ett alternativ:

- involves types of self-referential memory only.
- uses dimensions to categorize types of long-term memory.
- is a model of how concepts are represented in memory.
- is a hierarchy of types of long-term memory.



Rätt. 1 av 1 poäng.