

## COGNITIVE CONCEPTS IN LEARNING AND MEMORY

<b>Genetics</b> <b>Early Experiences</b> <b>Life Space</b> <b>Learning</b> <b>Expectancies</b>
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- I. Introduction to Cognitive Approaches
  - A. Problems with Behavioral Approaches
    - 1. Kohler--1925, Insight Learning
    - 2. The Law of Effect: Simple Rule for Simple Behavior
    - 3. Learning and Remembering Depends Much on What the Individual Already Knows
  - B. Concept of a Schema
  - C. Antecedents to Cognitive Psychology
    - 1. Gestalt Psychology and Multum Non Multa
    - 2. Bartlett--Perceptual Memory
    - 3. New Ways of Thinking About the Brain, Computers: Hardware and Software

## II. Memory -- The Traditional Measure of Learning. To Demonstrate Learning:

Information has to be Registered	-- key is attention
Information has to be Retained	-- key is rehearsal
Information has to be Retrieved	-- key is organization

- A. Categories of Memory
  - 1. Duration
    - a. Sensory Memory: Echoic; Iconic
    - b. Short Term Memory: 7, plus or minus 2; Chunking
    - c. Long Term Memory
    - d. Exceptional Memory
  - 2. Type
    - a. Fact/Declarative Knowledge
    - b. Skill/Procedural Knowledge
- B. Things to Know about Learning and Memory
  - 1. Spacing of the Things to be Learned
  - 2. Key Factors in Learning Information and Remembering It, and Retrieving It
    - a. Meaningfulness
    - b. Organization
  - 3. Importance of emotion in memory
  - 4. Exceptional Memories
  - 5. Eyewitnesses