

RETRIEVAL PROCESSES IN RECOGNITION MEMORY: EFFECTS OF ASSOCIATIVE CONTEXT¹

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Recognition of a single word is impaired when another, associatively related, word accompanies it at the time of the test. Recognition of a word presented at input as a member of an associatively related pair is impaired when the other member of the pair is removed or changed at test. These context effects suggest that retrieval or utilization of stored mnemonic information in a recognition-memory task depends on both availability and accessibility of this information. It is argued that nominally identical input and test items may sometimes be encoded differently because of their different cognitive environments, with the consequence that the "old" test item as a retrieval cue fails to provide access to the stored information about the earlier occurrence of its copy. The results of the experiment and their interpretation disagree with the widely held view that "there is no retrieval problem in recognition memory."

Remembering an event depends on appropriate storage and successful retrieval of mnemonic information about various aspects of the event. Retrieval of stored information may take place in many ways: A descriptive label of the event may be reproduced in recall, a nominally identical copy of it may be recognized as an "old" one, the event in question may be judged to have occurred more recently than some other event, the number of occurrences of events of a specified class may be assessed on the basis of stored information, and so forth. In every one of these situations, S's task is to "utilize" (Melton, 1963) the information stored in the past to meet the demands of the present. The theorist's task is to explain how such utilization occurs.

This paper is concerned with utilization or retrieval of stored information in a recognition-memory task. We report an experiment whose results suggest that recognition—identification of an event as identical with one that has occurred before—depends, among other things, upon accessibility of

stored information. This empirical lesson seems worth reporting for the simple reason that many students of memory assume the opposite. While few theorists might want to dispute the usefulness of the distinction between availability and accessibility of mnemonic information (e.g., Tulving & Pearlstone, 1966) in recall situations, the prevalent view with respect to recognition-memory tasks appears to be that problems of access to the stored information do not exist because such access is somehow "automatic" (e.g., Kintsch, 1970, p. 335). If this view is misleading, as we believe it is, it should be corrected. The main purpose of this paper is to provide evidence for the necessity of such a correction.

Who holds the view that a part of the retrieval process in recall is absent in recognition? Kintsch (1970) is the foremost advocate of the dual-process theory:

The basic difference between recall and recognition appears to be that recall involves a search process and recognition does not. In recognition, the problem of retrieval is simple: the item is sensorily present and it is a simple matter to retrieve its corresponding representation in memory [p. 337].

Bernbach (1967) also seemed to deny the access problem in recognition memory when he wrote that "the storage and retention of stimulus tags is the basis for performance in recognition-memory task [p. 514]," and that

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Effects Of Organization On Recognition Memory

**Karl M. Dallenbach, Madison
Bentley, Edwin Garrigues
Boring, Margaret Floy Washburn**

Effects Of Organization On Recognition Memory:

The Effect of Organization of the Learning Material on Recognition Memory Evangeline Trainor, Dalhousie University. Department of Psychology, 1971 Memory and Control of Action, 2011-10-10 Memory and Control of Action

Levels of Processing in Human Memory (PLE: Memory) Laird S. Cermak, Fergus I.M. Craik, 2014-05-09 As a conceptual framework for the investigation of human memory the levels of processing paradigm had enjoyed immense popularity since its introduction in the early 1970s It was the impetus behind literally hundreds of experiments and was used as an explanation for a wide range of retention phenomena Consequently a wealth of data and theory had emerged and this title assimilates and evaluates this information Originally published in 1979 the distinguished contributors to the volume both proponents and opponents of the levels of processing framework present here their latest data and ideas on a viewpoint that has been a tremendous influence in memory research and related areas **The American Journal of Psychology** Karl M.

Dallenbach, Madison Bentley, Edwin Garrigues Boring, Margaret Floy Washburn, 1984 *The Effects of Organization in Long-term Memory on Recognition Latency* Douglas J. Herrmann, 1972 Memory & Cognition John G. Seamon, 1980

Cumulated Index Medicus, 1976 **Space, Time and Memory in the Hippocampal Formation** Dori Derdikman, James J. Knierim, 2014-07-08 The discovery of new cell types such as grid and time cells in the hippocampus has been accompanied by major anatomical and theoretical insights in the recent years This book provides comprehensive up to date information about the hippocampal formation and especially the neural basis of episodic memory spatial location the formation of the cognitive map and temporal representation The first part of the book describes the information flow from pre hippocampal areas into the hippocampus the second part discusses the different types of hippocampal processing and finally the third part depicts the influence that the hippocampal processing has on other brain structures that are perhaps more closely tied to explicit cognitive or behavioral output This book is intended for neuroscientists especially for those who are involved in research on the hippocampus as well as for behavioral scientists and neurologists *Handbook of*

Neuropsychology François Boller, Jordan Grafman, 1988 *The Oxford Handbook of Memory* ENDEL TULVING (ED.), Fergus I. M. Craik, 2000 In this volume two world class experts on memory provide a map to the huge and unwieldy field of memory research Insight is offered into research breakthroughs and the significance of such breakthroughs in terms of future research

Research Grants Index National Institutes of Health (U.S.). Division of Research Grants, 1973 **Studies in Long Term Memory** Alan Kennedy, Alan Wilkes, 1975 *Research Awards Index*, **Current Index to Journals in Education**, 1976 **Human Memory** Johannes Engelkamp, Hubert D. Zimmer, 1994 Our memory of simple action phrases such as comb your hair improves by about 50% when we actually act out the phrase Extensive studies on this self performance effect which is not explained by any of the current theories of episodic memory led the authors of this book to develop a fascinating multi modal model of memory The central idea of this model is that human information processing is to a certain extent

decentralized and that episodic memory performance depends not only on central information processing but also on which systems are actually involved in the encoding and retrieval of the material itself This book describes the practical evidence and theoretical background for this model which not only challenges current concepts in the psychology of memory but also has potentially very important implications about how people might best learn to remember information in our increasingly multi modal information age

The Psychology of Memory (Vol. 1) Peter E. Morris, Martin A. Conway, 1993-06 This major new series reproduces an authoritative selection of the most significant articles in different areas of psychology It focuses in particular on influential articles which are not found in other similar collections Many of these articles are only available in specialized journals and therefore are not accessible in every library This landmark series will make a contribution to scholarship and teaching in psychology It will improve access to important areas of literature which are difficult to locate even in the archives of many libraries throughout the world Important features in each book make the series an essential research and reference tool including introductions written by the individual editors providing a lucid survey of different branches of psychology The pagination of the original articles has been deliberately retained to facilitate ease of reference A comprehensive author and subject index guides the reader instantly to major and minor topics within the literature This set presents the most important articles in the psychology of memory divided into the following areas

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Learning and Memory: Cognitive psychology of memory John H. Byrne, 2008

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