

<p>What was the aim of Baddeley's (1966) study?</p>	<p>Baddeley's (1966) experiment was based on 'interference effects' in memory. What are these?</p>
<p>What were the IVs in Baddeley's (1966) experiment?</p>	<p>How were the IVs in Baddeley's (1966) study operationalised?</p>
<p>Describe the sample used by Baddeley (1966).</p>	<p>How was the DV measured in Baddeley's (1966) study?</p>
<p>What was the procedure for Baddeley's (1966) study?</p>	<p>Which variables were controlled and why?</p>
<p>What were the results for the acoustically similar/dissimilar condition?</p>	<p>What were the results for the semantically similar/dissimilar condition?</p>
<p>What does Baddeley's (1966) study show?</p>	<p>How does Baddeley's (1966) model relate to models of memory?</p>

<p>Interference effects and where the memorisation of one set of information prevents the recall of other information stored in memory.</p>	<p>Baddeley (1966) aimed to establish whether STM and LTM encode information in different ways. He suspected that LTM encoded information semantically, whilst STM encoded it acoustically. If STM and LTM use different codes, this would support the view that they are separate stores.</p>
<p>Similarity of information was operationalised as the word lists being acoustically similar/dissimilar and semantically similar/dissimilar. Recall interval was operationalised as immediate recall (4 trials) and delayed recall (20 minutes).</p>	<p>The IVs were (1) similarity of information; and (2) recall interval.</p>
<p>The DV was measured as the number of words recalled by the participant in their correct position in the list.</p>	<p>The sample was 72 people recruited from the university's 'subjects panel', a set of people who had volunteered to take part in research. There were male and female participants.</p>
<p>The words were presented visually to avoid hearing problems affecting the data. Each word was visible for 3 seconds, to ensure that the same learning time was available to all PPs for all words. An interference task was given between presentation and recall, to ensure that PPs were recalling from STM.</p>	<p>The words were presented visually using a projector, for 3 seconds each. The participants were exposed to the word list one four trials, with an interference task between each trial. There was a fifth recall trial after 20 minutes.</p>
<p>Recall of the 'semantically different' list rose from 30% to 90% over the first four trials. For the semantically similar list, recall rise from 30% to 60% after three trials and did not improve subsequently. Neither 'semantic' list showed forgetting at trial 5.</p>	<p>Recall of the 'acoustic' lists rose from 30-40% to 60-70% across the first four trials. There was no forgetting between the fourth and fifth trials. There was no difference between forgetting of acoustically similar and dissimilar words.</p>
<p>Baddeley's (1966) supports the multistore model because it suggests that STM and LTM encode information in different ways, implying that they are separate stores.</p>	<p>Baddeley's study shows that semantic similarity increases forgetting from LTM. Because LTM stores the meaning of things, PPs forgot more because they confused the semantically similar words. This didn't happen for semantically dissimilar lists or acoustically similar/dissimilar lists. We know it was only in LTM because of the interference tasks after each trial and the 20 minute delay before trial 5.</p>

