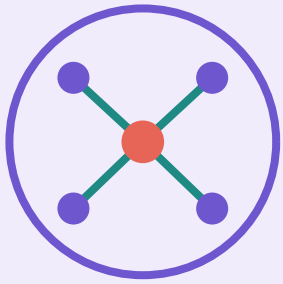
AP PSYCHOLOGY | UNIT 2

TOPIC 2.3

Introduction to Memory

Memory includes different systems for experiences, facts, skills, future intentions, and active processing.



encode -> store -> retrieve

memory is a set of interacting systems

THE CORE MEMORY PROCESSES

ENCODING
get information in

→

STORAGE
retain over time

→

RETRIEVAL
bring it back

→

USE
guide behavior

BY THE END, YOU SHOULD BE ABLE TO...

1. Compare explicit, implicit, procedural, episodic, and semantic memory.
2. Explain prospective memory, long-term potentiation, and working memory.
3. Compare the multi-store model with levels of processing.

BIG IDEA

Memory is not one single place or process. Different systems can preserve different kinds of information.

1 Types and active processing

Classify what is remembered, then connect active memory to neural change and attention.

LONG-TERM MEMORY TYPES

EXPLICIT consciously described

EPISODIC events and experiences

SEMANTIC facts and meanings

Example: recalling yesterday's class or defining a psychology term.

IMPLICIT guides behavior

PROCEDURAL

skills and procedures that may be difficult to explain step by step

Example: riding a bicycle or typing a familiar password.

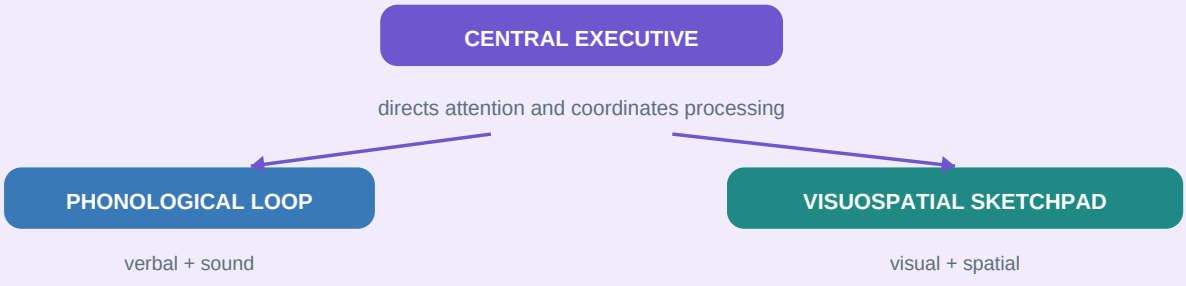
PROSPECTIVE MEMORY Remembering to carry out a future action, such as submitting an assignment tomorrow.

BIOLOGICAL CHANGE: LONG-TERM POTENTIATION

REPEATED ACTIVATION → **STRONGER SYNAPSE**

Frequent activation can strengthen neural connections involved in memory.

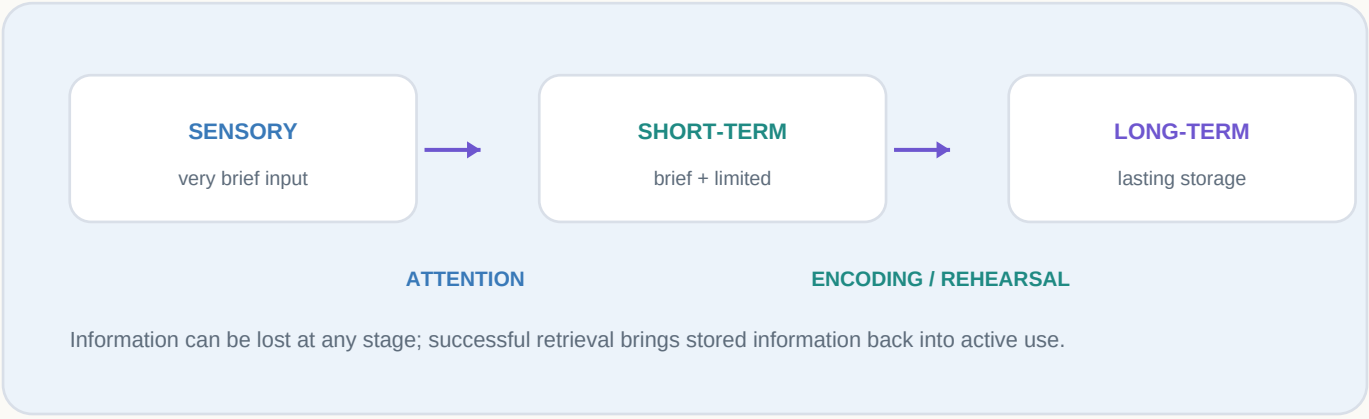
WORKING MEMORY MODEL



2 Models of memory

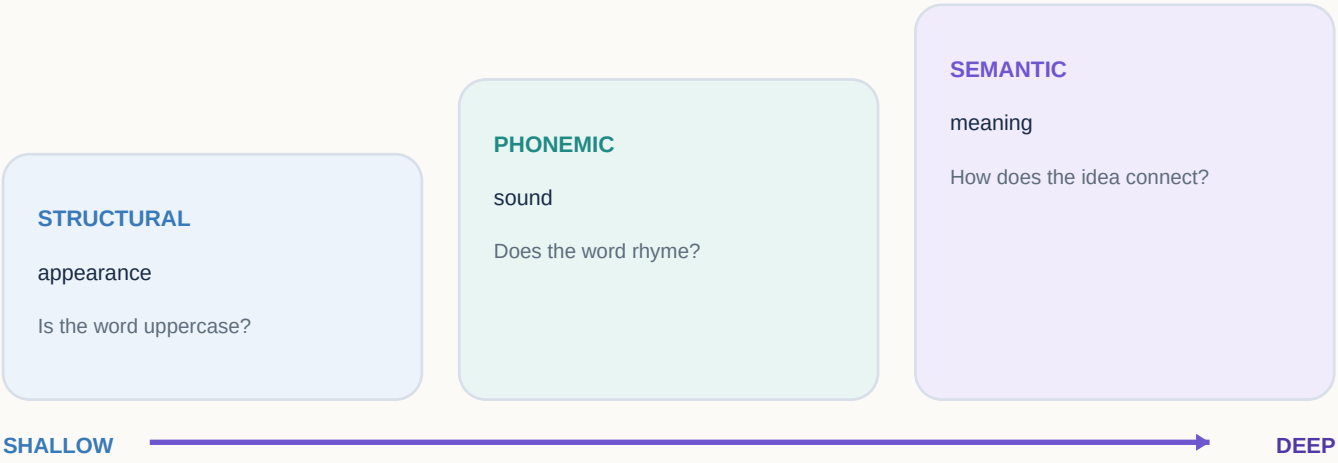
One model follows information across stores; another focuses on how deeply information is encoded.

MULTI-STORE MODEL



Information can be lost at any stage; successful retrieval brings stored information back into active use.

LEVELS OF PROCESSING



COMPARE THE MODELS

Multi-store asks where information is held. Levels of processing asks how meaningfully it is encoded. Semantic processing is deepest.

REMEMBER Identify the memory system or model, then connect it to a specific behavior.