2.6 / Retrieving Memories



Name _____ Date _____

1 Make the connection.

Explain each concept in your own words. Add a brief example that shows why it fits.

Recall

Recognition

Free recall

Cued recall

2 Build the explanation.

Choose the retrieval task. Separate formats by what the learner must produce.

Choose from the pieces below. Some do not belong. Write a letter in each position and explain the connection.

A. Recalling learned items without item-specific prompts.

B. Recognition requires producing an answer with no alternatives.

C. Producing an answer with a related prompt.

D. Identifying previously encountered information among alternatives.

E. Producing remembered information rather than selecting a displayed answer.

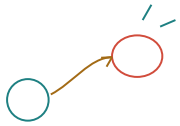
Recall - Piece: _____

Recognition - Piece: _____

Free recall - Piece: _____

Cued recall - Piece: _____

Use the idea. Explain the connection.



3 Choose, then explain.

1. A retrieval group studies for 40 minutes and a rereading group for 20. What should be repaired?

A. Assume any difference must be a testing effect.

B. Make total study time comparable.

C. Hide the time difference from the report.

My choice: _____ Why it fits:

2. A result is statistically significant but small. Which statement is accurate?

A. Statistical evidence and practical magnitude are different questions.

B. Significance guarantees a large benefit for every person.

C. A small effect cannot be statistically significant.

My choice: _____ Why it fits:

4 Bring it together.

How does mood-congruent memory differ from matching internal states?

One idea I corrected: _____

One question I still have: _____