

## MEMORY TASK A: SPACING EFFECT

Your partner will hear a list of words, twice each. Some words appear twice together. Others appear twice but with other words in between. Which will your partner remember better – the grouped words, or the spaced ones?

What to do:

- Tell your partner that he/she will hear a list of 18 words, at a speed of one every three seconds. Explain that he/she will hear most of the words twice. Don't mention grouping of words.
- Read the list of words below to your partner.
- Ask your partner to count backwards in 3s from the number 99 (99, 96, 93, 90, 87...). This stops your partner from thinking only about the most recent words.
- Allow your partner two minutes to recall and write as many words as he/she can, in any order.

Check the results:

- Ignore the first four words from the list (ship, household, household, tower)
- Count how many 'grouped' words your partner remembers (words that appear twice together in the list). Count how many 'spaced' words your partner remembers (words that appear twice, but with lots of other words in between).

Here is the list:

(1) Ocean	(10) Justice	(19) Cotton	(28) Pattern
(2) Household	(11) Artist	(20) Cotton	(29) Cousin
(3) Household	(12) Dinner	(21) Artist	(30) Giant
(4) Tower	(13) Fashion	(22) Police	(31) Giant
(5) Message	(14) Ticket	(23) Police	(32) Dinner
(6) Basket	(15) Ticket	(24) Pattern	(33) Comment
(7) Basket	(16) Comment	(25) Bottle	(34) Habit
(8) Fashion	(17) Cousin	(26) Empire	(35) Habit
(9) Justice	(18) Message	(27) Empire	(36) Bottle

These words appear twice together (grouped): *basket, justice, ticket, cotton, police, empire, giant, habit*

These words appear twice but not together (spaced): *message, fashion, artist, dinner, comment, cousin, pattern, bottle*

Discussion: Was your prediction correct? What does this show us about learning and memory?

## MEMORY TASK B: GENERATION EFFECT

Your partner will see a list of words. Each one has a related word next to it. For half of them, your partner just reads the two words ('read' category). For the other half, your partner has to work out the word ('generate' category). Which will your partner remember better – the words she reads, or the words she had to generate?

What to do:

- Show the list below to your partner. Explain that where there are letters missing, she has to complete the word in her head. Ask her to study each pair for five seconds.
- Take away the list and wait for two minutes
- Ask your partner to write the numbers 1-14 on a piece of paper. Read out just the first word from each pair, in this order: 1. speak 2. rough 3. quickly 4. house 5. chair 6. hammer 7. sickness 8. dark 9. king 10. eating 11. bed 12. always 13. high 14. scissors
- Allow seven seconds after each word for your partner to try to write the related word.

Check the results:

- Look back at the original list. Check how many 'read' words your partner remembered (odd numbers). Check how many 'generate' words she remembered (even numbers).

1. sickness – illness
2. rough – h_rd
3. eating – hungry
4. always – s_m_t_m_s
5. hammer – tool
6. high – l_dd_r
7. house – roof
8. king – pr_nc_
9. speak – loudly
10. scissors – p_p_r
11. bed – pillow
12. dark – r__m
13. quickly – run
14. chair – s_ft