Chapter 8 – Memory

1. (A) *Mnemonics* are memory aids that typically use acoustic cues (e.g., peg words), visual imagery (e.g., the *method of loci*), and organizational devices (e.g., chunking). (B) Mnemonics can affect memory through associating meaning and imagery and organizing information. Information that becomes meaningful and/or visualized with the mind’s-eye is learned with far less effort and retained longer compared to information that is not meaningful and/or easily visualized. In addition, the method in which information is organized can greatly improve learning and memory (e.g., chunking).

2. The stress hormones that humans and animals produce when excited or stressed make more glucose energy available to fuel brain activity. This hormone surge signals the brain that something important has happened. In addition, the amygdala, which processes emotion, boosts activity in the brain’s memory-forming areas. The point to remember is that “stronger emotional experiences make for stronger, more reliable memories.”

3. It appears that what we learn in one state or mood (e.g., joy, sadness, drunk or sober) is sometimes more easily recalled when we are again in the same state or mood. Our mood can also sour or sweeten the associations we make from our experiences. Consequently, when memories are recalled, we often experience the same emotions that were present when the experience occurred.