PSYCH 262: HUMAN LEARNING AND MEMORY  
Instructors: Professors Robert A. Bjork and Alan D. Castel  
Fall 2019  
"Memory, the art of attention” -Samuel Johnson

Instructors, Contact Information, and Office Hours:
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Course Description
This class covers basic and applied issues in the domain of human memory, learning, and metacognition. We cover main principles of memory, historical and current theories, with a focus on behavioral research findings and ways they can be applied to training, development, education, cognitive aging and clinical populations.

Learning Goals
The learning goals include developing an understanding of how human memory works, both in terms of theory and practice. Students will read primary research and review articles, participate in lecture-based teaching/discussion, and be critical and creative when evaluating past, current and future research questions. Mastery and awareness of material will be evaluated by several in-class quizzes (as research has shown that testing can enhance learning), two thought-papers (allowing for creative insights on relevant topics), and a final paper/research proposal (that will be discussed in class).

Activities and Evaluation
- Two Thought-Papers up to two pages in length (submitted via the course website turnitin), the first due at the end of Week 4, the second due at the end of Week 8. In the first paper students are asked to critique their own study habits with respect to what the research covered thus far in the course says about how to optimize learning. In the second paper students can pick any topic/issue related to the course and present new critical/creative insights.

- Three Quizzes (30-40 minutes in length) on the Wednesday of Week 3, 6 and Monday of Week 10.
  -Research shows that testing can enhance the learning process, and we attempt to implement this in our course. The quizzes will be short-answer style and will be based on the readings and lectures.

- Final Paper (8-10 pages, submitted via turnitin) and due on the Wednesday of Finals Week.
  -A written research paper that can be presented as a research proposal (and should not simply be a literature review). It should present a new idea, insight, or experiment. Topics can be anything related to human memory and learning (either sometime covered in class, not covered but related, and/or relevant to one research or personal interests). A list of past papers/topics will be provided in class.

Final Grade
Your final grade will be based on the following breakdown:
- Participation (completion of thought-papers and in-class participation) 20%
- Quizzes (the two best scores of the three count towards your grade) 40%
- Final Research Paper 40%

Course Website
Please consult the course website for readings, slides, and to submit your thought-papers and final paper.
Overview of Class Schedule

Week 1: Overview of the Human Memory System (Bjork and Castel)
Week 2: Memory Quirks and Metacognitive Processes (Castel and Bjork)
Week 3: Encoding and Retrieval Dynamics (Bjork) (Wednesday Quiz Day)
Week 4: Long-Term Memory; the Interplay of Learning and Forgetting (Bjork) (Thought-Paper Due Friday)
Week 5: Metacognition and Metamemory (Castel)
Week 6: Emotion, Distortion and Eyewitness Memory (Castel)
Week 7: Monday (Veteran’s Day NO CLASS) and Wednesday (Quiz Day)
Week 8: Memory and Aging (Castel) (Thought-Paper Due Friday)
Week 9: Optimizing Teaching, Training, Therapy and Self-Regulated Learning (Bjork)
(NOTE: No Class Wed before Thanksgiving)
Week 10: Monday (Quiz Day), (Discussion of Final Paper)
Finals Week: Final paper due on Weds of Finals Week

Class Topics and Readings
Please consult the course webpage (CCLE) for readings and to submit papers

WEEK 1: OVERVIEW, SHORT-TERM and WORKING MEMORY (Bjork and Castel)
Topics:
Structures, processes, and the "flow of information": The modal model and working memory

Readings:

WEEK 2: MEMORY QUIRKS and METAMEMORY (Castel and Bjork)
Topics:
When memory fails us, memory quirks, improving study habits, and what is metamemory?

Readings:
WEEK 3-4: ENCODING & RETRIEVAL, LONG-TERM MEMORY, & FORGETTING (Bjork)

Topics:
Interference and forgetting; recency and recovery
Retrieval as a memory modifier; Tests as learning events; Generation effects
Inhibitory processes in retrieval; goal-directed and retrieval-induced forgetting
The Symbiosis of Learning, Remembering, and Forgetting; a New Theory of Disuse

Readings:

WEEK 5: METAMEMORY AND METACOGNITION (Castel)

Topics:
Aware and Unaware Forms of Memory; Conscious and unconscious Inferences and Attributions
Inferential and Experiential Bases of Metamemory

Readings:

WEEK 6: EMOTION, DISTORITION and EYEWITNESS MEMORY (Castel)

Topics:
Memory distortions over time; eyewitness memories
Emotion and cue utilization; positivity effects in attention and memory

Readings:


**WEEK 7: NO CLASS ON MONDAY VETERAN’S DAY, BUT NOTE QUIZ ON WEDNESDAY**

**WEEK 8: MEMORY AND AGING** (Castel)

Topics:
Memory deficits that do and do not accompany aging
Memory and Metamemory Efficiencies/Inefficiencies in Older Adults;
Value-Directed Remembering; Individual and Age-Related Differences in Episodic and Semantic Memories

Readings:


Additional (fun) background reading:


**WEEK 9-10: OPTIMIZING LEARNING, RETENTION, AND TRANSFER** (Bjork)

Topics:
Optimizing Teaching, Training, and Therapy: The Learning-versus-Performance Distinction
Optimizing Self-Regulated Learning: Monitoring and Control

Readings:

