Yamaris Astorga: Synthesis for IMRAD

Roedigger, H. L., & McDermott, K. B. (1995, July). *Creating false memories: Remembering words not presented in lists*. Research Gate.
https://www.researchgate.net/publication/232522788_Creating_False_Memories_Remembering_words_not_presented_in_lists

Roedigger, H. L., & McDermott's mentions Underwood and other researchers such as Barlett proved that false memories and false recognition of the intended lure word was a common result of this experiment. Throughout time other research experiments conflict with this observation where the presence of false memories was little to not present at all. This article goes in depth regarding the underlying factors as to why the results within multiple variations of this experiment conflicted. For the researchers who conducted the experiment and did not get the desired results of false memories, they may have had a less controlled variety of the experiment. For example, if the participants are more than aware that they will be tested on memory and will be asked to recall the words later on, they may pay extra attention and be less inclined to create fake memories. In addition, these researchers may also have given the participants a list of words that did not have the strongest associations or "lure words" causing not many people to have it come to mind. This article reveals the development of the Roediger and McDermott Paradigm with the systemic and basic approach and lure word being that of sleep and causing this experiment to be extremely controlled unlike the ones that came before it.

In my opinion, the best list selection of them within the Roediger and McDermott experiment would be the word list and lure word of sleep.
It is the most simple and straightforward which is why I intend to use that list for my in-class experimentation as it will direct me to best emulate this experiment in a classroom setting through its IMRAD format.

Roediger, H. L., & McDermott, K. B. (2000). Tricks of Memory. Current Directions in Psychological Science, 9(4), 123–127. http://www.jstor.org/stable/20182644

This article is a synthesis and commentary style of the Paradigm experiment and explains the common results of the participants. Just like how many participants report vividly remembering lure words, when in reality these words were nowhere in their sight. This allows researchers to witness that these are real vivid fake memories and stem more than just familiarity of the concept within the list. This article is especially useful as it also explains the multitude of variations within the experiment results depending on who the participants are. For example, older adults and patients with Alzheimer's of course remember less, however have the same if not higher rate of getting false memories with this experiment in comparison to those who are younger and do not have Alzheimer's. This can allow me to be inspired and emulate this when I can have results based on participants within the City College campus. I will be able to either "piggyback" off the evidence within usual results within a certain group of participants, or disagree (or compare and contrast) whichever results I obtain within my own version of the experiment. I also enjoy this source as it provides a graph that demonstrates that there is more of a probability for a participant to remember the lure word in comparison to a word (specifically ones in the middle) within the list. That is another observation I am willing to see if it gets replicated.

Diliberto-Macaluso, K. A. (2005). Priming and False Memories from Deese-Roediger-McDermott Lists on a Fragment Completion Test with Children. The American Journal of Psychology, 118(1), 13–28. http://www.jstor.org/stable/30039041

This article demonstrates another kind of category in regards to participants within the paradigm study, that being children. The findings within these experiments toward children who are ages 9-12 are very interesting. False memories in a way had to be induced, more effort and control had to be enforced for these children to experience them. In fact, children had less of a rate of making false memories. This is backed up by science due to the "fuzzy trace theory", where younger children depend on verbatim to remember things, which is essentially them remembering exact things they observe, not just concepts as they have not learned concepts yet. Older children and adults have already grasped on concepts such as associative words with sleep or cold or spring. We use concepts to our advantage to help us extract more information, which essentially benefits us by creating false memories, however these false memories are there to

help us. As college students are young adolescence, I want to compare our abilities to grasp concepts and fake memories to this article who has observed this on children and see for myself how accurate this is.

How do all these sources relate?

- All of these sources conclude that within different stages of our lives such as our age, our knowledge, our memory skills, lifestyle all depict our probability to make false memories when undergoing the paradigm. With older people having a higher chance of doing it, and younger children having little chance of doing it, it makes me wonder how adolescents will perform, being in a way a middle ground. I also know many college students do not (myself included) have the best sleeping habits. I want to relate this to the aspect of sleep and see if this changes anything in regards to how many fake memories they had or how much words they remembered. This system of the paradigm has been highly adaptable in regards to experimenting in an extremely controlled way and I intend to do the same for my in-class experimentation.