

Memory prep 4 Eye Witness testimony



Make notes on the material below using the memory information pack **and** videos on psych205.

Your notes should be:

- **RE-WRITTEN IN YOUR OWN WORDS** this will ensure that you are processing the information deeply which will help you to remember what you have read in the class. It should mean that you precis (summarise concisely) the information in a way that has meaning to you.
- **Organised clearly** – Don't forget to include **titles** and **subtitles**. A good idea is to include the key questions in the checklist as your subheading. If you define something don't forget to actually include the key term you are defining.

These notes will provide you with the core knowledge you need for the lessons on this topic.

Key questions	Notes complete	How well do you understand this? Write RED, AMBER or GREEN
Define these General key terms. <ul style="list-style-type: none"> • An Eye witness • Testimony • Miscarriage of justice 		
When we recall an event – is it like playing back a stored 'clip' or a reconstruction? What kind of long-term memory would this be – semantic, procedural or episodic? What therefore is the problem when we come to recall it?		
Misleading information		
What is misleading information?		
How/ why could a question asked after an event affect how accurate your recall is?		
Read Loftus and Palmer's original 1974 study. Outline the Aim, Procedure, results		
This video link summarises the key information in both studies: Watch the video https://www.youtube.com/watch?v=c35Rb6w1mjk		
What can you conclude from this research about how leading questions affect memory? (HINT: discuss reconstruction of memory)		
Does Loftus second study (the broken glass study) support or challenge the original? How/ why?		
Did the second study use the same participants or different participants? So was this a continuation or an entirely different study? (you may be wondering why we are asking this simple question... the reason is that every year students get this mixed up).		
Post event discussion		
What did Skagerburg and wright find about the accuracy of testimonys when people co-witness an event?		
What are co-witnesses?		
Based on what you have learned in social influence how can you explain the effect of a co-witness by linking it to Normative OR informational social influence?		
Read Gabbert et al's 2003 study. <u>Procedure:</u> -What were the 2 conditions of the experimnet? - After watching the video clips what were participants asked to do? -Why was an individual recall test administered?		

<p>Results: What % of participants reported an incorrect detail they had gathered from the discussion with the other participant? What was the control group's %? What % believed the suspect to be guilty, despite not being able to see the crime taking place because of the angle of the film clip?</p> <p>Conclusion: What does this tell us about our memories of an event after we have had a chance to discuss it with another witness?</p>		
Anxiety		
<p>What does the Yerkes-Dodson law show?</p> <ul style="list-style-type: none"> • When is performance at its best? • When is performance at its worst? • How is performance recorded in eyewitness testimony research? 		
<p>The weapon focus effect – copy and complete this flow diagram</p> <p>The presence of a weapon = increased or decreased anxiety</p> <div style="text-align: center;">  </div> <p>We focus onwhen we witness the crime</p> <div style="text-align: center;">  </div> <p>When recalling the event the accuracy of our recall is therefore.....?</p>		
<p>Read Loftus 1979 study. Create a comic strip (stick men are fine – no need for masterpieces) that clearly shows the Aim, procedure, findings and conclusion.</p>		
To summarise		
<p>Write 5 questions that you could ask your peers in class about anything you have learnt. Write each one on a different post it note or small square of paper.</p>		