

TYPES OF LONG TERM MEMORY

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Y One of the earliest and most influential distinctions of long-term memory was proposed by Tulving (1972). He proposed a distinction between episodic, semantic and procedural memory.

Y **Procedural Memory**

Y Procedural memory is a part of the long-term memory is responsible for knowing how to do things, i.e. memory of motor skills.

Y It does not involve conscious (i.e. it's unconscious - automatic) thought and is not declarative. For example, procedural memory would involve knowledge of how to ride a bicycle.

LONG-TERM
MEMORY

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graph TD; A[LONG-TERM MEMORY] --> B[EXPLICIT /DECLARATIVE MEMORY (CONSCIOUS)]; A --> C[IMPLICIT MEMORY (UNCONSCIOUS)]; B --> D[SEMANTIC MEMORY (EVENTS, EXPERIENCES)]; B --> E[EPISODIC MEMORY (FACTS, CONCEPTS)]; C --> F[PRIMING]; C --> G[PROCEDURAL MEMORY (SKILLS, TASKS)];
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EXPLICIT
/DECLARATIVE
MEMORY
(CONSCIOUS)

IMPLICIT MEMORY
(UNCONSCIOUS)

SEMANTIC
MEMORY
(EVENTS,
EXPERIENCES)

EPISODIC MEMORY
(FACTS, CONCEPTS)

PRIMING


PROCEDURAL
MEMORY
(SKILLS, TASKS)

Υ **Semantic Memory**

- Υ Semantic memory is a part of the long-term memory responsible for storing information about the world. This includes knowledge about the meaning of words, as well as general knowledge.
- Υ For example, London is the capital of England. It involves conscious thought and is declarative.
- Υ The knowledge that we hold in semantic memory focuses on “ knowing that” something is the case (i.e. declarative). For example, we might have a semantic memory for knowing that Paris is the capital of France

Υ **Episodic Memory**

- Υ Episodic memory is a part of the long-term memory responsible for storing information about events (i.e. episodes) that we have experienced in our lives.
- Υ It involves conscious thought and is declarative. An example would be a memory of our 1st day at school.
- Υ The knowledge that we hold in episodic memory focuses on “ knowing that” something is the case (i.e. declarative). For example, we might have an episodic memory for knowing that we caught the bus to college today.

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- Y **Cohen and Squire** (1980) drew a distinction between declarative knowledge and procedural knowledge.
 - Y **Procedural knowledge** involves “ knowing how” to do things. It included skills, such as “ knowing how” to playing the piano, ride a bike; tie your shoes and other motor skills.
 - Y It does not involve conscious thought (i.e. it’ s unconscious - automatic). For example, we brush our teeth with little or no awareness of the skills involved.
 - Y **Declarative knowledge** involves “ knowing that” , for example London is the capital of England, zebras are animals, your mums birthday etc.
 - Y Recalling information from declarative memory involves some degree of conscious effort – information is consciously brought to mind and “ declared” .



Thank you