

Source Monitoring and It's Relationship to Hypermnesia

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Abstract

The purpose of this study was to explore the relationship between the source monitoring framework and hypermnnesia. The source monitoring framework is the mechanism behind how we store and form memories, and it plays an imminent role in our ability to recall items as well as identifying the source in which it came from. Source monitoring was operationalized by exploring how effectively, when paired together, the source of a pictorial drawing can be correctly retrieved with the drawing itself, and this will be demonstrated by testing the hypermnnesic effects across three consecutive tests. Hypermnnesic effects are seen when scores improve by repeated testing. These effects are seen when people either remember more (item gains/reminiscence) or forget less (item losses/intertest forgetting) for each consecutive test. The novelty of this study is the fact of whether experimenter provided sources can enhance hypermnnesic effects across three tests. This means that the experimenter provided both the pictorial drawing and the set it belonged to, to explore our mental abilities in terms of retaining to consecutive pieces of information simultaneously, and how that effects our ability to correctly recall. For this, university students were presented with 36 pictorial drawings, along with their corresponding set, and were instructed to recall both the drawing and the set for future recall. A total of three recall tests were administered, where the subjects wrote down the name of the object, they remember under each column representing each set, and this test was repeated three times, to determine whether hypermnnesic effects were present, and whether they were accounted for by item gains or losses, or both. The present findings suggest that hypermnnesia is present for repeated testing, but there are errors present in our source monitoring framework that is causing correct drawing, but incorrect set identifications and these findings were correlated with forgetting less, rather than remembering more from one test to another.