Preparatory Questions for Exam II
Human Information Processing
and Models of Working Memory

Your answers to questions should be derived from an integration of the discussions of Cowan and Baddeley across the five articles/chapters they wrote.

1. Explain how the model of HIP has evolved from the original concept of Broadbent to its most current conception. In your explanation, describe how the contribution of Atkinson & Shiffrin, Craik and Lockhart, Cowan, Baddeley, and others (as cited in Baddeley, and Cowan) changed the way the model is currently conceived.

2. Detail the way processing occurs in working memory as conceptualized by Baddeley. Describe the elements of the system and explain how they work. Then, provide evidence for the elements and their function(s).

3. Detail the way processing occurs in working memory as conceptualized by Cowan. Describe the elements of the system and explain how they work. Then, provide evidence for the elements and their function(s).

4. Suppose you were asked by a group of experts what the difference is between Cowan’s and Baddeley’s model of working memory. Develop a clear, well supported, explanation as to what each model contributes to an understanding of the way people process information, and the areas in which each model falls short.

5. Describe the differences between long-term, short-term, and working memory.

6. Using only Baddeley’s model, detail the way a learner would conduct the following activities:

   **Activity 1:** Producing a poster to encourage a city’s board of supervisors to vote in favor of building a hazardous materials waste site on the edge of the city.
   **Activity 2:** Explaining to a group of teachers why an eighth-grade student has difficulty comprehending a chapter on Marxism, no matter how many times she reads it.

7. Using only Cowan’s model, detail the way a learner would conduct the following activities:

   **Activity 1:** Producing a poster to encourage a city’s board of supervisors to vote in favor of building hazardous materials waste site on the edge of the city.
   **Activity 2:** Explaining to a group of teachers why an eighth-grade student has difficulty comprehending a chapter on Marxism, no matter how many times she reads it.