

Public Abstract

First Name:Timothy

Middle Name:J

Last Name:Ricker

Adviser's First Name:Nelson

Adviser's Last Name:Cowan

Co-Adviser's First Name:

Co-Adviser's Last Name:

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Forgetting items such as a phone number or a list of groceries is a common everyday occurrence. The present study investigates the processes underlying forgetting over short time periods. More specifically, how time and interfering information affect forgetting is addressed. Findings from 2 experiments support a theory of forgetting that has independent effects of time and interfering tasks that contribute to forgetting over short time periods. The present study and further similar investigations can help inform society about how to teach and remember information more efficiently.