

# Working memory resolution increases faster than capacity in visuomotor sequence learning

---

Abigail Noyce & Robert Sekuler

Department of Psychology & Volen Center for Complex Systems

Brandeis University, Waltham, MA, USA



# Extending the study of visual working memory: **sequences** and **learning**

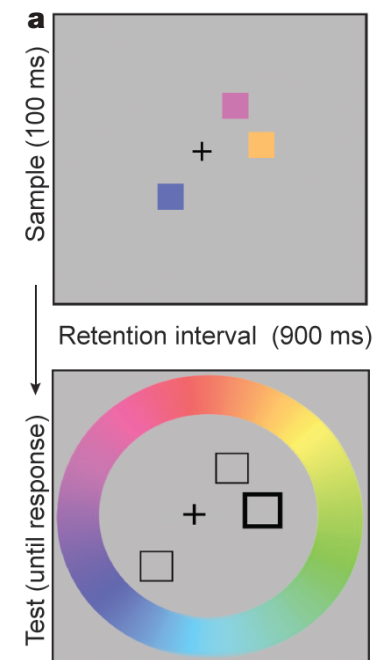
---

- Visual working memory can be modeled with Gaussian + uniform mixtures

(Zhang & Luck, 2008; Bays & Husain, 2008; Bays & Husain, 2009; Gorgoraptis et al., 2011; Bays et al., 2011; Zokaei et al., 2011; Zhang & Luck, 2011)

- Memory **resolution**

- Memory **capacity**



from Zhang & Luck, 2008

# Extending the study of visual working memory: **sequences** and **learning**

---

- Visual working memory can be modeled with Gaussian + uniform mixtures

(Zhang & Luck, 2008; Bays & Husain, 2008; Bays & Husain, 2009; Gorgoraptis et al., 2011; Bays et al., 2011; Zokaei et al., 2011; Zhang & Luck, 2011)

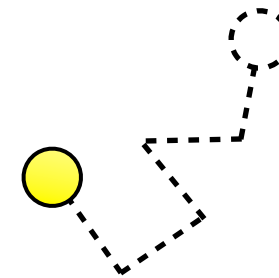
- Memory **resolution**

- Memory **capacity**

- Two new domains of investigation:

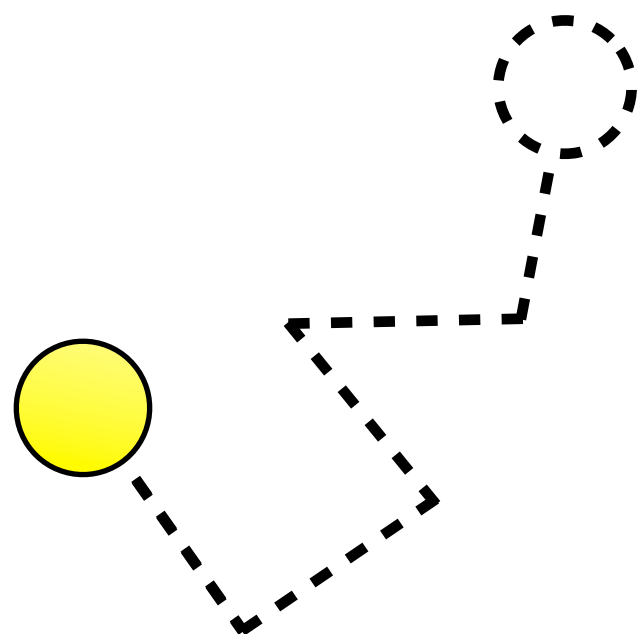
- **Serial position effects**

- **Effects of increased familiarity**



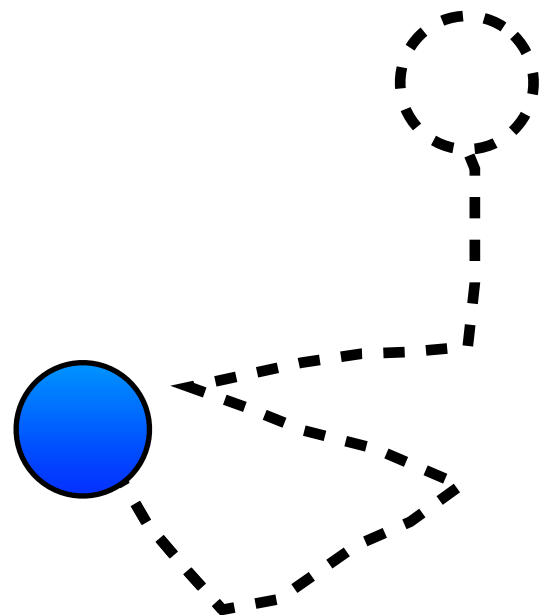
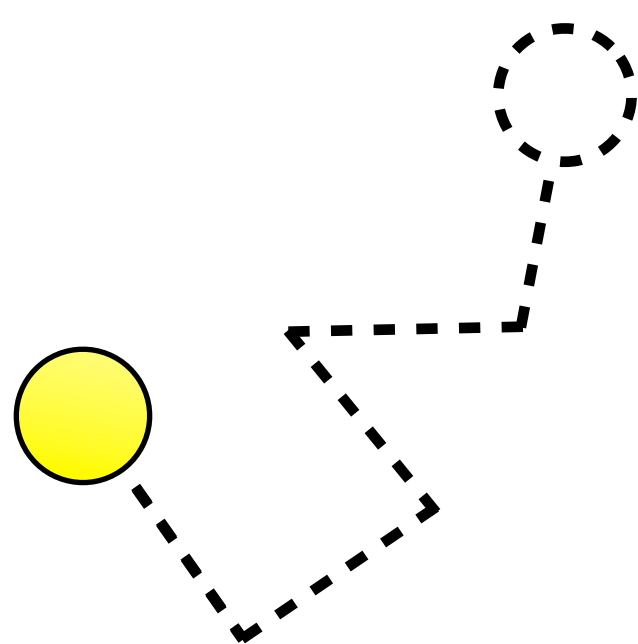
# Model sequence

---



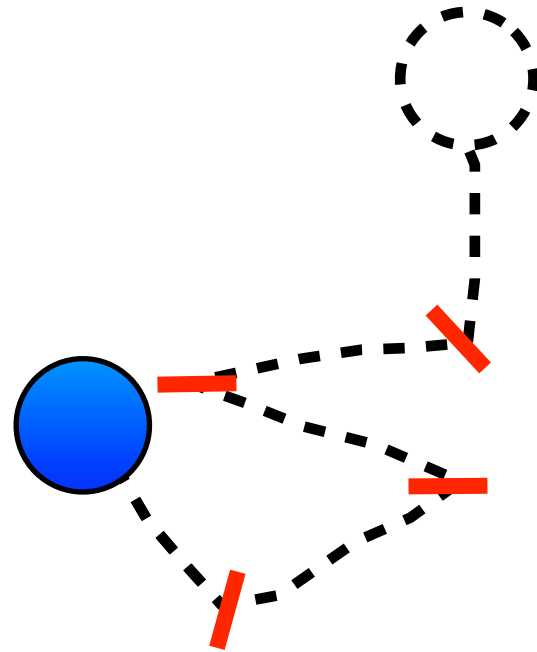
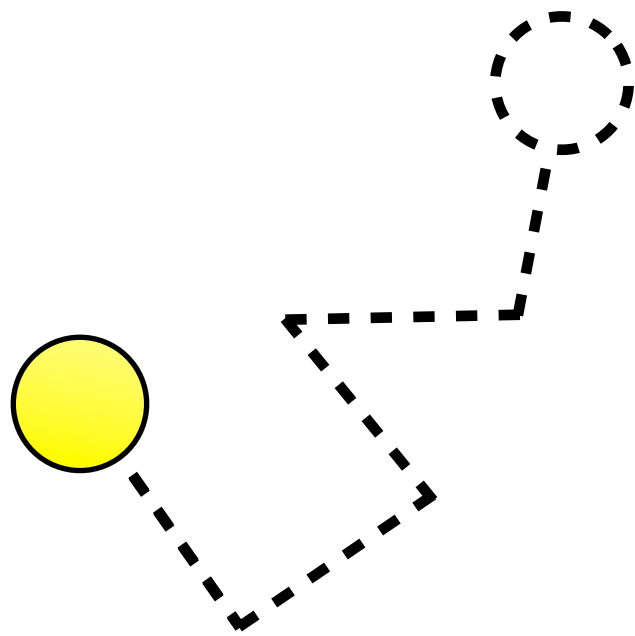
# Imitated sequence

---



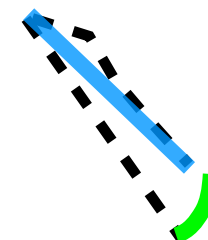
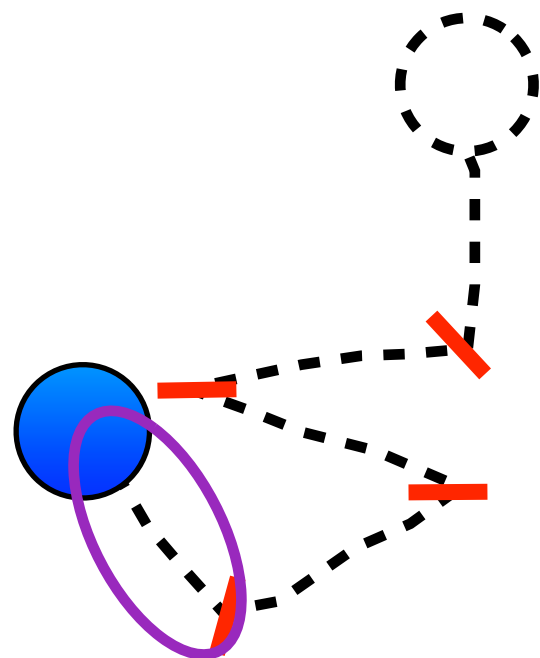
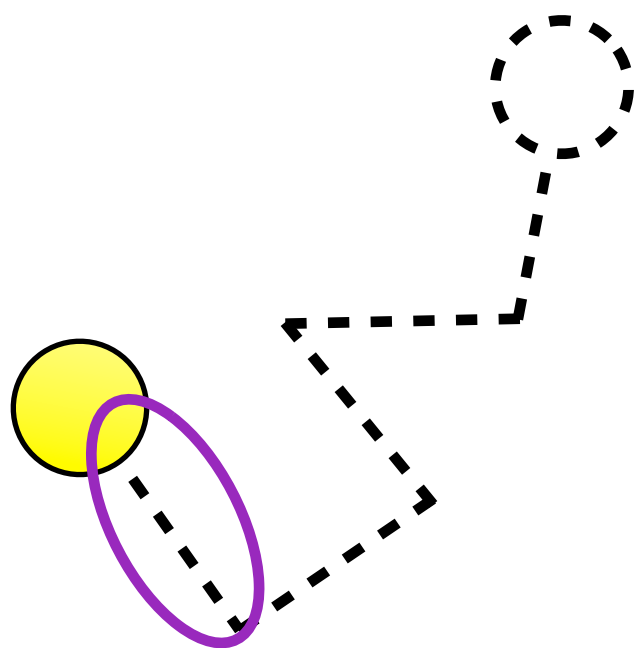
# Segmentation

---



# Directional error

---



# Studying learning using these sequences

---

- Participants saw and reproduced each stimulus several times in succession.
- Measured directional error for each segment on each presentation of every trial.

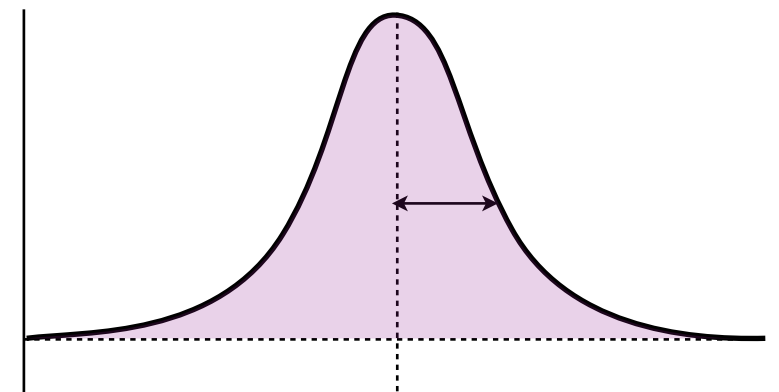
Dataset	Segments in stimulus	Presentations per trial	Number of trials	Number of subjects	Published in
<b>A</b>	5	4	76	12	Agam et al. (2007)
<b>B</b>	5	4	88	12	Noyce & Sekuler, in prep
<b>C</b>	5	4	88	9	Noyce & Sekuler, in prep
<b>D</b>	6	5	76	12	Agam et al. (2007)
<b>E</b>	6	5	72	8	Maryott, Noyce & Sekuler (2011)
<b>F</b>	6	5	72	11	Maryott, Noyce & Sekuler (2011)



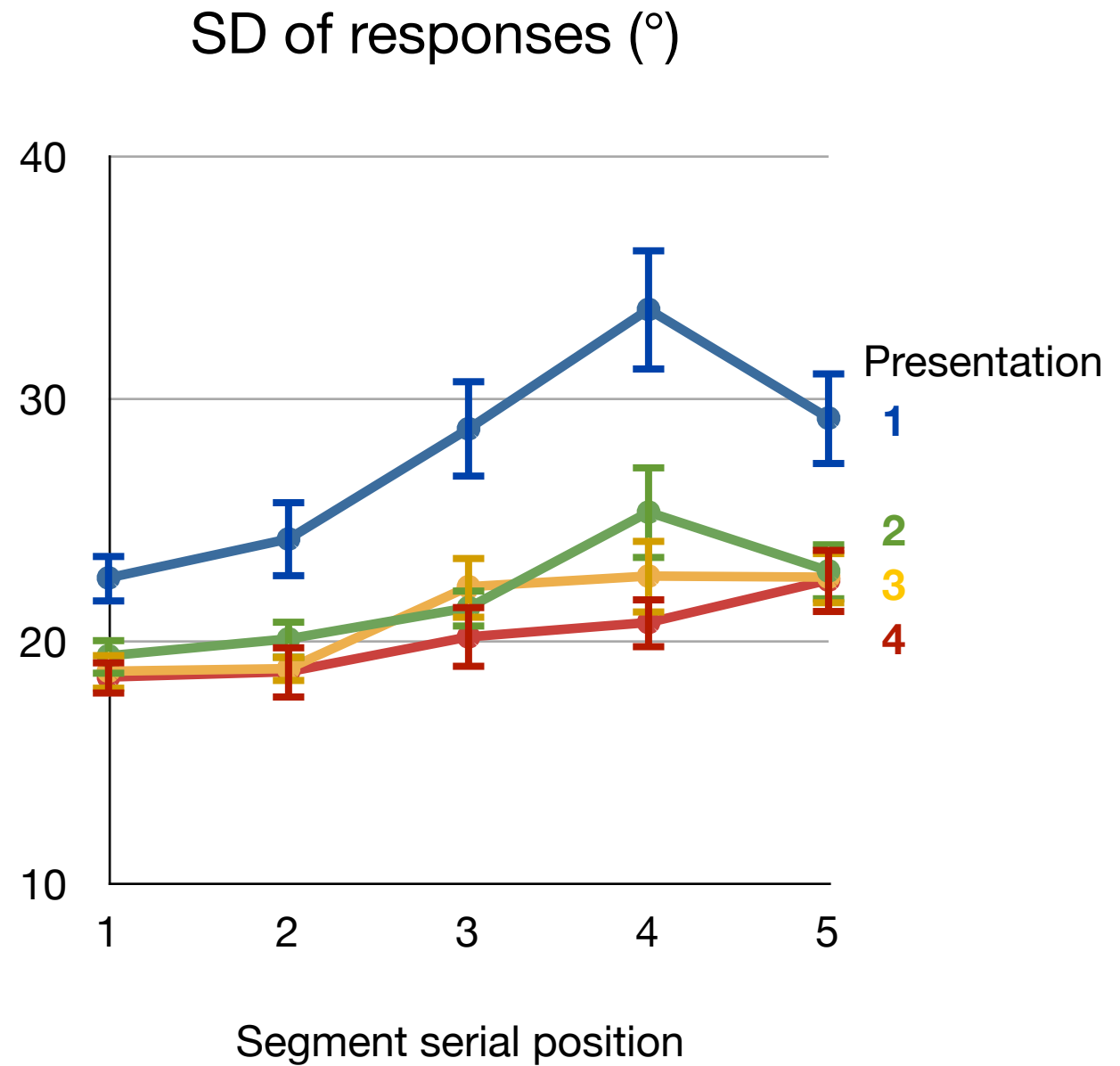
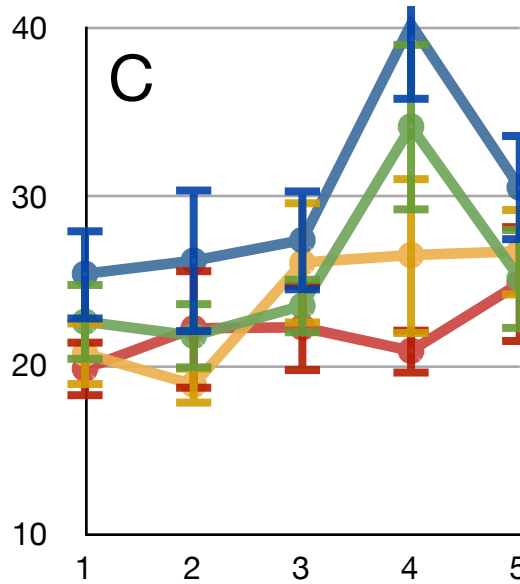
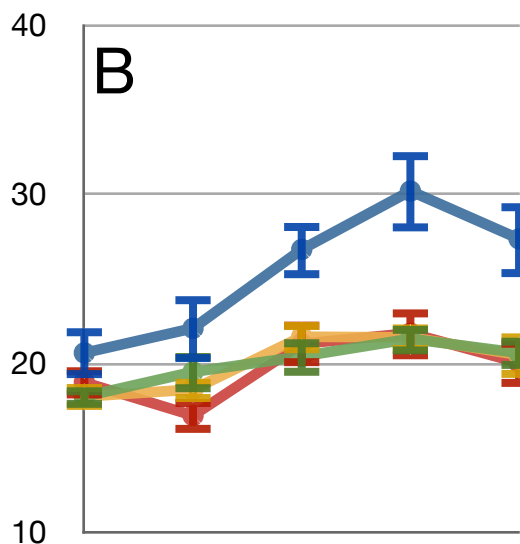
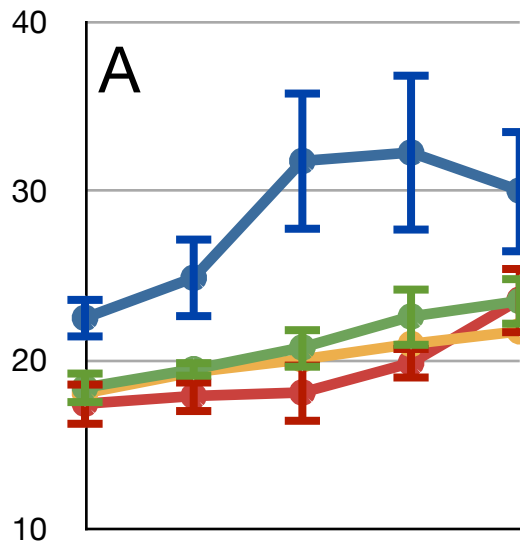
# Assessing memory's resolution and capacity

---

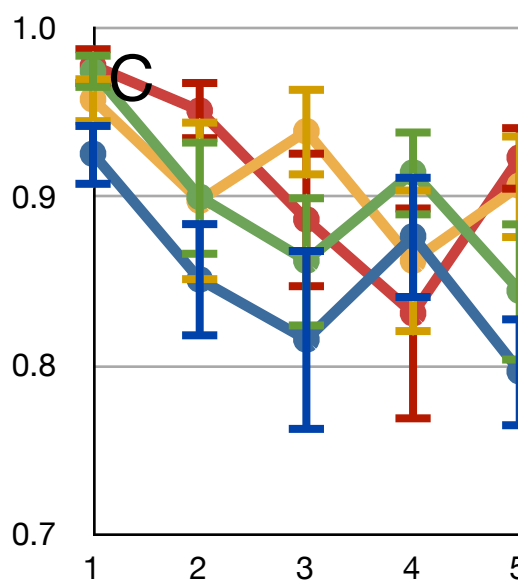
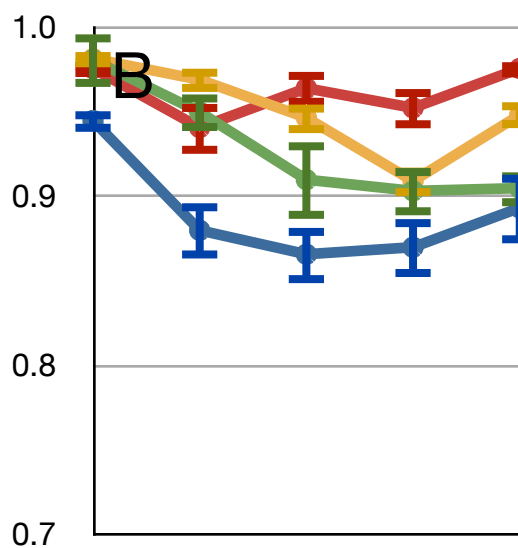
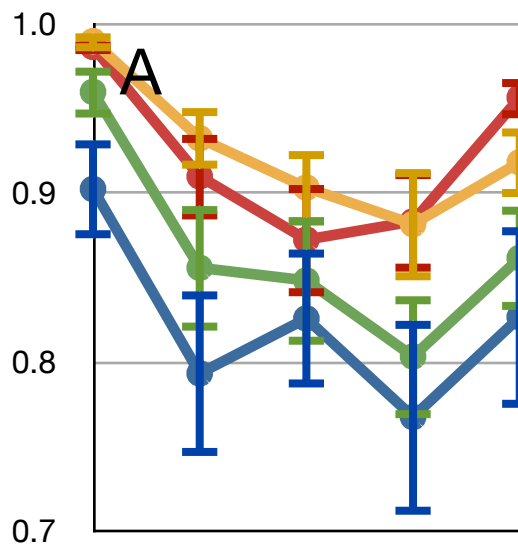
- Created distributions of errors for each participant  $\times$  segment  $\times$  repetition.
- Fitted Gaussian + uniform model, recorded two parameters:
  - SD of the Gaussian reflects memory **resolution**
  - Proportion of trials within the Gaussian component relates to memory **capacity**
- Assessed serial position dynamics of each parameter.



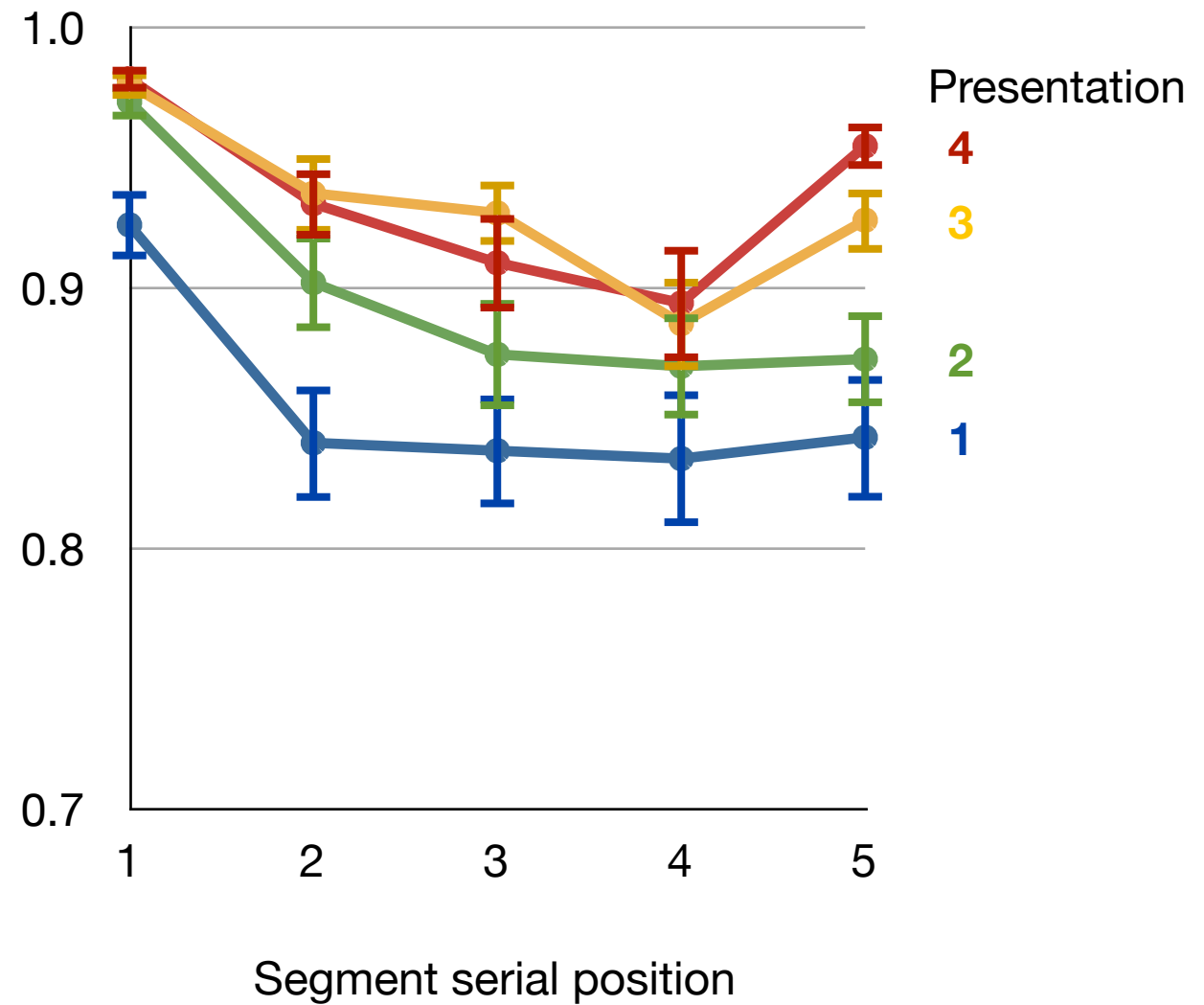
# Memory resolution: 5-segment stimuli



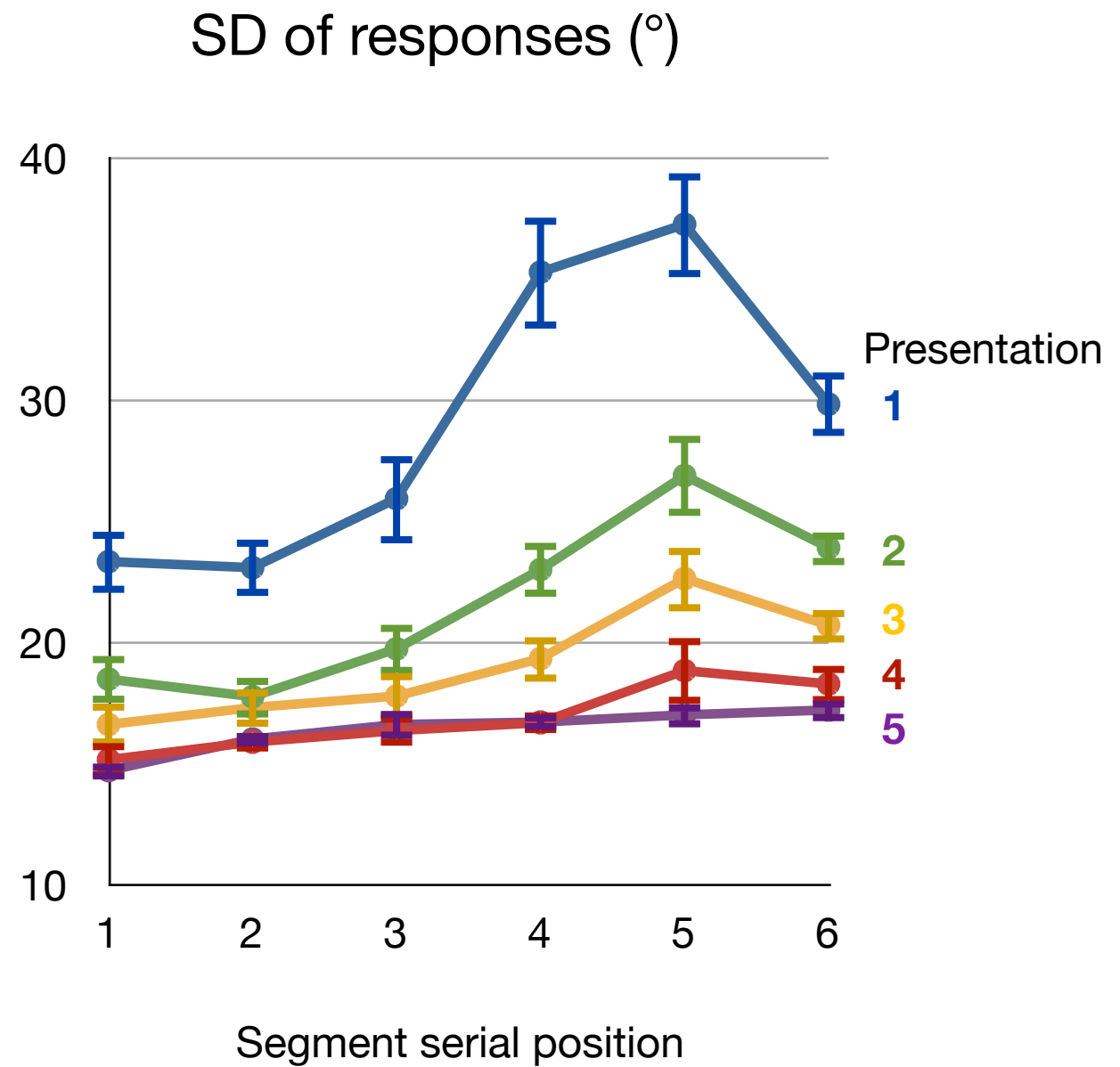
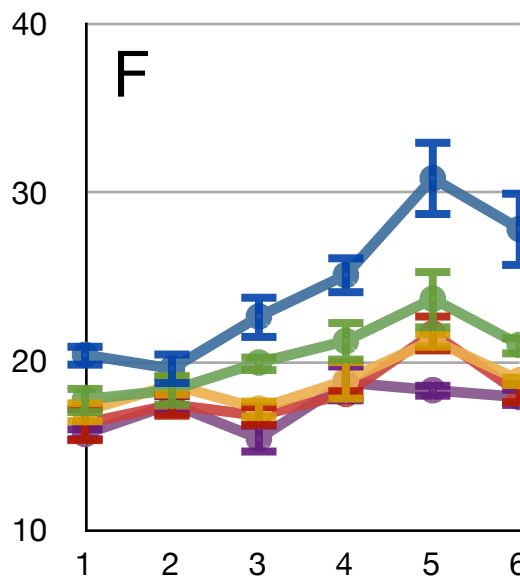
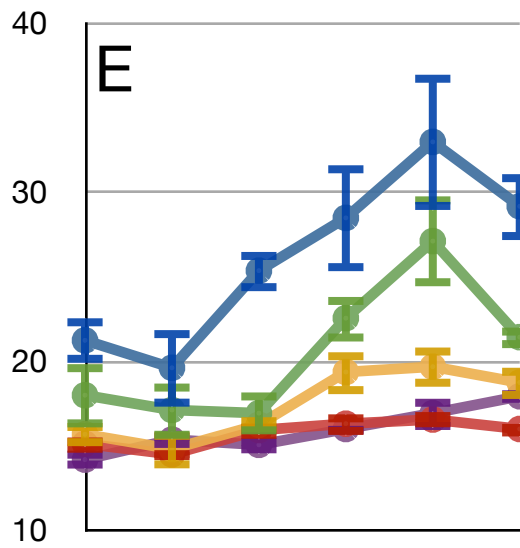
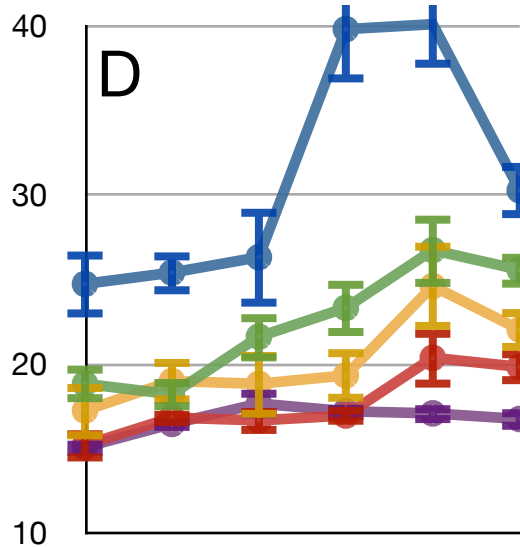
# Memory capacity: 5-segment stimuli



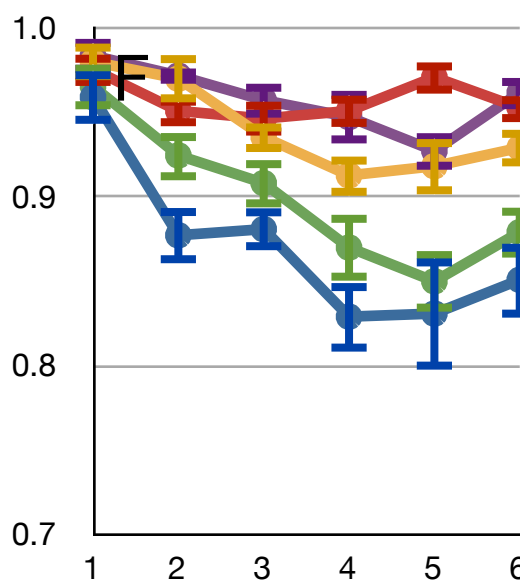
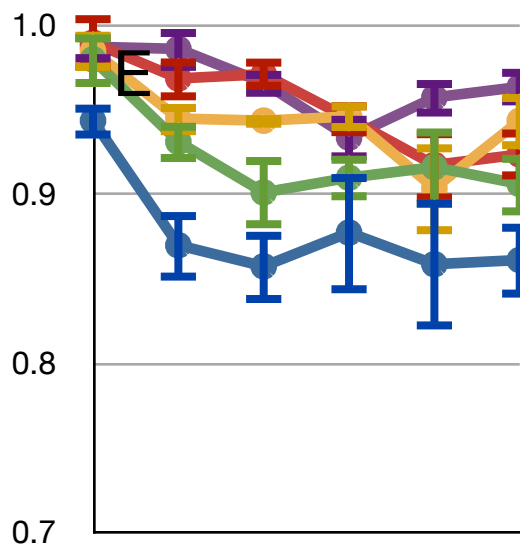
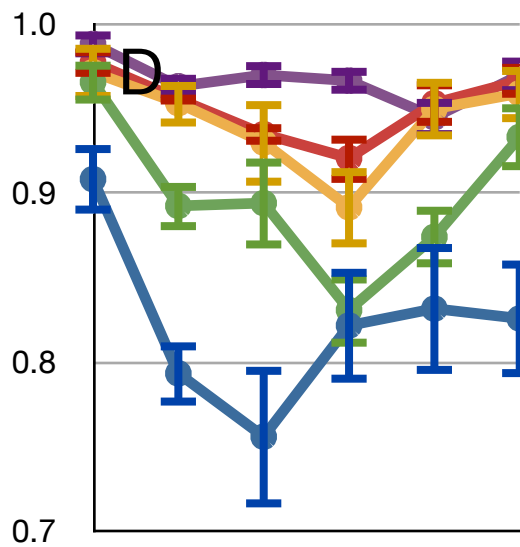
P(response drawn from memory)



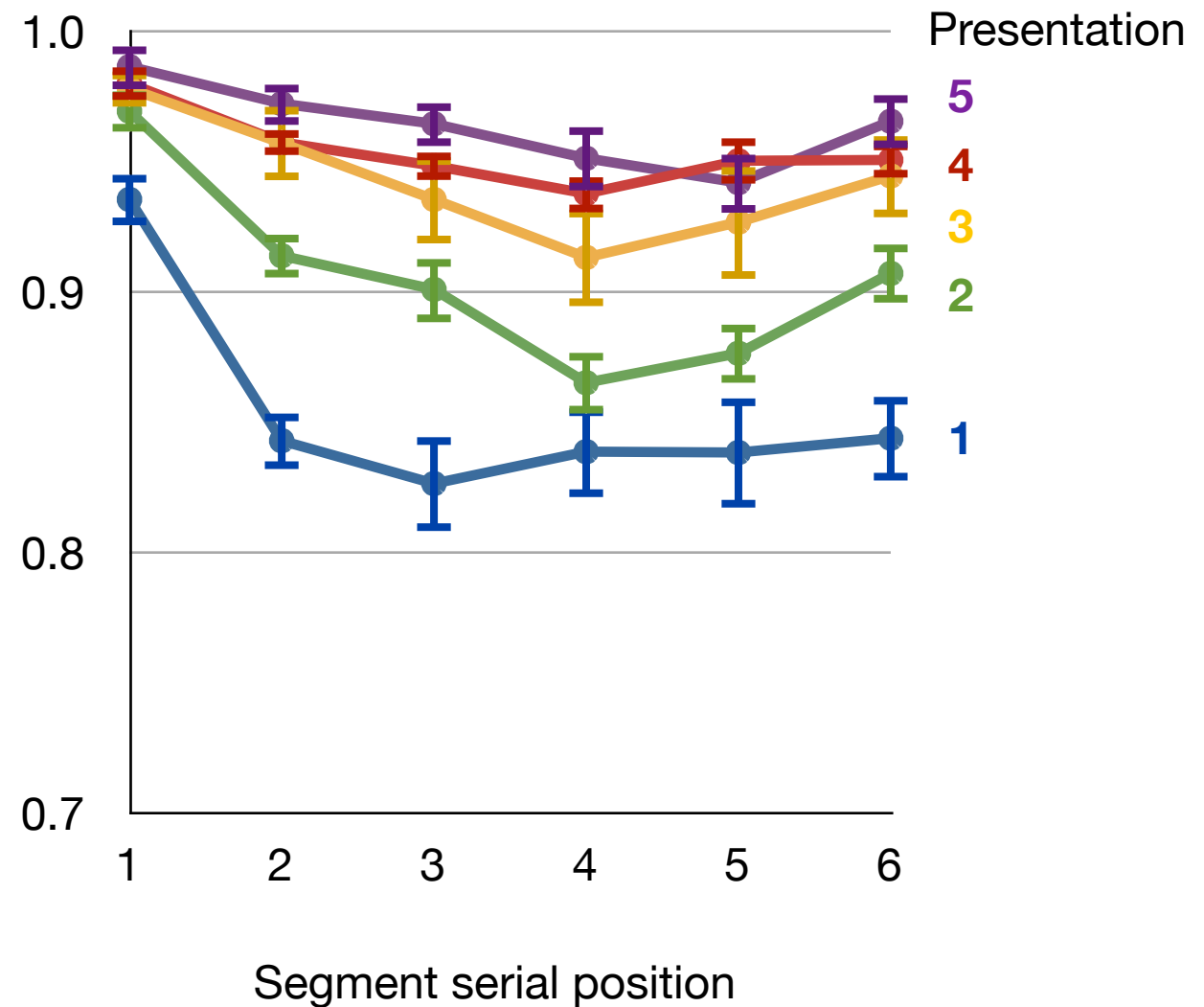
# Memory resolution: 6-segment stimuli



# Memory capacity: 6-segment stimuli



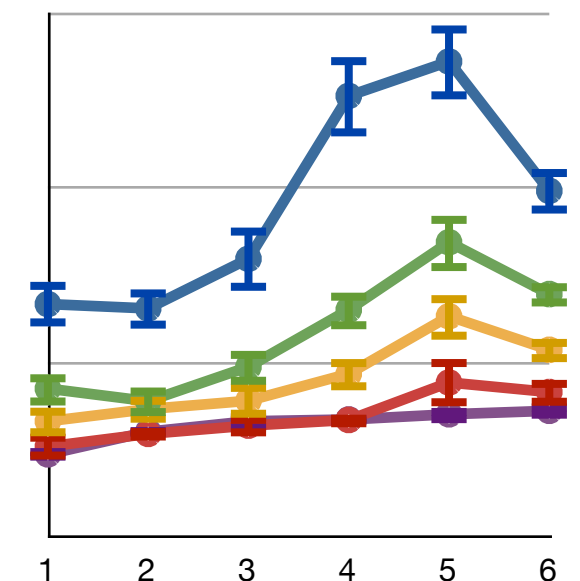
P(response drawn from memory)



# Serial position dynamics of resolution

---

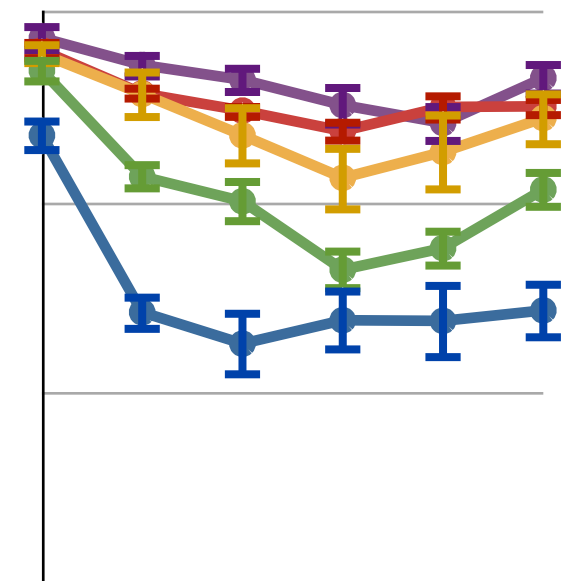
- SD has a strong serial position curve that quickly flattens and hits ceiling.
- There is a limit on how precisely memory representations can be maintained, and that limit is reached quickly for most items.
- Serial-position-curve flattening mostly derives from SD changes.
- Serial position dynamics suggest that remembering an already-familiar item requires fewer resources.



# Serial position dynamics of **capacity**

---

- P(response drawn from memory) shows gradual increase and gradual flattening over repeated exposures.
  - Steady improvement in accuracy derives from increases in P(memory) rather than decreases in SD.
  - With increased familiarity, people can more effectively get stimuli into memory.
    - Chunking?
    - Support from LTM?
    - Other source of increased efficiency?



# Conclusions

---

- Serial-position dynamics with learning derive from changes in both **resolution** and **probability-of-memory**.
- More resources are required to encode not-yet-familiar items, reducing the precision of short-term memory.
- Items are more successfully placed into memory as a sequence becomes familiar.



# Thank you!

---

- Thanks to
  - Brandeis Vision Lab
  - Yigal Agam, Henry Galperin, Jessica Maryott

**CELEST**

an NSF Science of  
Learning Center,  
SMA-0835976

NIH grant MH068404

NIH training grant  
T32GM084907

Contact: [anoyce@brandeis.edu](mailto:anoyce@brandeis.edu)