時事・IT
580 words

Chapter 8

学習院大学

Overflowing with more information than we can possibly hold in our heads, we're 1-66
increasingly handing off the job of remembering to search engines and smartphones. Google is even reportedly working on eyeglasses that could one day recognize faces and supply details about whoever you're looking at. But new research shows that outsourcing* our memory — and expecting that information will be continually and quickly available — is changing our memorizing habits.

Research conducted by Betsy Sparrow, an assistant professor of psychology at 1-67
Columbia University, has identified (1)three new realities about how we process information in the Internet age. First, her experiments showed that when we don't know the answer to a question, we now think about where we can find the nearest web connection instead of the subject of the question itself. For example, the question "Are there any countries with only one color in their flag?" prompted study participants to think not about flags but about computers.

A second revelation: when we expect to be able to find information again later on, 1-68
we don't remember it as well as when we think it might become unavailable. (2)Sparrow's participants were asked to type facts into a computer — for example, "The space shuttle Columbia broke up during re-entry* over Texas in February 2003." Half were told that their work would be saved; the rest were told that their words would be wiped out. Those who believed that the computer would store the information recalled details less well on their own. Sparrow compares their situation to one we all experience in the real world: "Since search engines are continually available to us, we may often be in a state of not feeling we need to remember the information internally. When we need it, we will look it up." Sound familiar?

The researcher's final observation: the expectation that we'll be able to find information 1-69
regularly leads us to form a memory not of the fact itself but of where we'll be able to find it. "We are learning what the computer 'knows' and when we should pay attention to where we have stored information in our computer-based memories," Sparrow concluded in her report. "We are becoming closely related to our computer tools."

Before you grow nervous about turning into a cyborg*, however, you should know that this new relation with our digital devices is really just a variation of a much more familiar phenomenon, what psychologists call (3)transactive memory. This is the unspoken arrangement by which groups of people give memory tasks to each individual, with information to be shared when needed. In a marriage, one parent might remember the kids' afterschool appointments while the other keeps track of the recycling pickup schedule. In a workplace team, one member may deal with data and calculations while a colleague is charged with remembering client preferences.

1-70 The way we assign tasks to our computers is simply an extension of this principle — an instance of transactive memory carried out on a very grand scale. But (4)this handoff comes with a disadvantage. Skills like critical thinking and analysis must develop in the context of facts: we need something to think and reason about, after all. And these facts can't be Googled as we go; they need to be stored in the original hard drive, our long-term memory. Especially in the case of children, "(X) must precede (Y)," says Daniel Willingham, a professor of psychology at the University of Virginia, meaning that the days of drilling the multiplication table* and memorizing the names of the Presidents aren't over quite yet. Adults, too, need to recruit a supply of stored knowledge in order to situate and judge new information they encounter. (5)You can't Google context.

* outsourcing「外部に仕事を依頼すること」 re-entry「(宇宙船の大気圏への) 再突入」 cyborg「サイボーグ」 multiplication table「九九の表」

1 下線部 (1) に関し、新事実 3 点の内容を本文に即してそれぞれ日本語で簡潔に述べなさい。

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2 下線部 (2) に関し、この人たちが受けた実験の内容とその結果を、本文に即して日本語で簡潔に述べなさい。

実験の内容：

実験の結果：

3 下線部 (3) の内容を 40 字以内の日本語 (句読点を含む) で述べなさい。

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4 下線部 (4) が指すところを本文中からそのまま抜き出しなさい。 (学習院大)

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5 空所（X）（Y）に入る語句の最も適切な組み合わせを１つ選びなさい。

① (X) factual knowledge — (Y) stored information
② (X) factual knowledge — (Y) skill
③ (X) skill — (Y) factual knowledge
④ (X) critical thinking — (Y) skill

6 下線部（5）の意味に最も近いものを１つ選びなさい。 (学習院大)

① You can't analyze context on the Internet.
② You can't use Internet information out of context.
③ You can't rely on the Internet because it gives false context.
④ You can't find context on the Internet.

7 本文の内容と一致するものを１つ選びなさい。 (学習院大)

① We are often annoyed by too much information from the Internet.
② Skillful use of the Internet helps us understand the world.
③ Memorizing facts is necessary to develop critical thinking.
④ Adults need not remember facts as much as children do.

Memo