

# Alberta Banner Turner

## By Lulu Makene

Alberta Banner Turner is known for being the first Female African American psychologist to earn a Ph.D. in Psychology (1935), the first clinical psychologist, the first African American woman to earn a Ph.D. from Ohio State University, and the third female African American psychologist. She has done a variety of activist work as well as research in aiding to bridge the gap between psychopathology and incarcerated individuals.

Although she's done a variety of research in psychopathology and Juvenile Research those articles are not accessible to the public. Furthermore, her dissertation isn't as accessible as it needed to be to the public. Although there are published reviews of summaries of the Dissertation are available. Some of Alberta's work was done with her mentor, Robert Val Guthrie, but she isn't credited with any of his many works. He claims to have single-authored all the papers and books that she helped with.

Turner's research examined how humans visualize and interpret the surroundings and how that corresponds with memorization. She used a sample size of undergraduate and graduate students at Ohio State University. She wanted to study what amount of time it would take to have successful Memorization. If the participant practices for three months continuously would they be close to perfect in the task or if left to their own devices would they interpret the task differently? These tasks are based on the lightning calculator, which can memorize many tasks to perfection faster. Turner

wanted to see if humans can reach that level of memorization by doing similar tasks to the calculator.

The study included five total participants, two undergraduate students, and three graduate students. These participants scored the 64th percentile in the entrance exam meaning that they were above average when it came to their test scores. Participants were tasked with memorizing numbers and repeating them orally after seeing the number a few more times they then were scored and asked to continue practicing and continue beating their current best score.

The results showed that participants found different methods of memorizing, but all the methods included grouping the numbers to have better efficient scoring. This can be implemented when it comes to teaching because currently, many school systems are trying to phase out memorization, still a vital part of the learning process, and using the method by which they group items would help people memorize things better.

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