

Understanding memory from beginning to end

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Understanding Memory form Beginning to End Understanding Memory from Beginning to End Submission) Understanding Memory from Beginning to End Memory is the mental capacity of the brain to retain and retrieve information as a result of learning or experiences. Thus, when we are asked to retell events that happened hours or days ago, we can be able to give details. However, not all individuals have the ability to remember all facts and event that he experienced. Memory differs from person to person. Understanding memory includes identification of process involved, factors that affect transfer of information, the role of proactive and retroactive interference and other kind of forgetting as well as strategies to improve memory. The steps of memory involves three processes. It starts when information enters the body through the sensory. Data that you see and hear are held in this sensory memory for a short duration until the stimulus ends. However, not all data that enters the sensory memory are being remembered. For example, students cannot be able to remember all what they have learned from a certain lecture if they do not focus on words being said or pay attention. Only data which are attended are processed to the next stage which is the short term memory also called the working memory. This area keeps information while the person processed it for about 20 to 30 seconds. It allows information to be manipulated. For instance, data that are large can be chunked to increase the chance of storage which is observed in hyphenated phone numbers. Finally, information can then be transferred to the long term memory with infinite capacity and could stay for a long time. Events and experiences that are serial like last birthday party could be reconstructed because they are episodic while records of facts like word meaning which are structured could be remembered semantically. The <https://assignbuster.com/understanding-memory-from-beginning-to-end/>

illustration below further explains the step of human memory model taken from [www. cc. gatech. edu](http://www.cc.gatech.edu). Information can be enhanced or impeded by several factors. A very important factor involves the role of the nervous system. Impaired transmission system between the neurons and the neurotransmitters may impede the flow of sensory information to the brain because synapse is disturbed thus information is also altered. On the other hand, healthy nervous system may enhance information flow. Healthy brain has the capability to organize events the individual inputs in his everyday life. If events are repeated or rehearsed in the sensory memory stage, the more chance of it to be remembered and the more the person focused his attention to events, the more it is to be retained. The process of information is also interfered when there is confusion. Retroactive interference happens if the previous information interferes with the present information. For example, a salary raise in January may influence the pay of December. Proactive on the other hand, happens if the current information is lost as a result of mixed up with the previous information. To counteract these interferences when studying to facilitate absorption of information is the use of attention. Kane and Engle (2000) in their experiment had proven that attention play a very important role in the encoding and retrieval of information. Other forms of forgetting include distortion, suppression, and amnesia. Distortion is the misrepresentation of information occurring when information is recalled. Suppression is the obliteration of unpleasant memories or events. Amnesia is the general term for loss of memory when it is unaccompanied by other mental difficulties. Mnemonic devices are helpful in recalling elements like what letters represents for a term in a list. However, some strategies are more effective in improving memory

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consolidation and in retrieval. This includes techniques like organizing materials to be learned that is to make an outline. Another is to elaborate and rephrase materials learned. Do not just repeat it over and over as it is not effective. And finally, practice recall by explaining the materials to another person or reciting it loud on your own. Work cited Kane MJ., & Engle, RW., (2000). Working-memory capacity, proactive interference, and divided attention: limits on long-term memory retrieval. *Journal of experimental psychology learning memory cognition*. 26(2): 336-58.