

# Effectiveness of memory strategies

Psychology



## Effectiveness of Memory Strategies EFFECTIVENESS OF MEMORY

STRATEGIES The memory solitaire game consists of nineteen concepts.

Two of the high-level concepts are used to test whether an individual can stack one card on top of another under two varying circumstances. Other hierarchical concepts play supporting roles by testing relationships between the suit, as well as rank and color of the card pairs. Each decked card is represented by one integer from 0-51. The learner needs to learn the various concepts to map the representation of integers into suits, ranks and colors. It adds depth to the hierarchical concept and increases the complexity of the learning problem. Flexibility is a vital aspect of memory organization (Coon et al, 2010). The structure of the student's knowledge needs to permit a wide range of relationships to be found among various target problems. The alternative involves redundant recreation and learning of the existing knowledge. This paper is an evaluation of memory strategies that are demonstrated by memory tasks.

In the scale, structures of knowledge are not physically configured or explicitly clustered, although the dependencies between the concepts are represented explicitly (Coon et al, 2010). This approach has the advantage of being adequately structured to provide learning efficiency while at the same time not restricting opportunities for the transfer of knowledge. However, one important research direction in the future concerns inability of the scale to revise representation of the knowledge acquired. After learning a concept, the representation, is fixed. Although memory solitaire scale does not preclude the scale from learning the required structure, a lack of flexibility may prevent algorithms from defining the representation, which is most compact. Creating alternate dependency structures could be possible and <https://assignbuster.com/effectiveness-of-memory-strategies/>

could lead to increased efficiency of structure or a wider range of transfer of knowledge.

Tell yourself a story involves connecting different pictures such that when an individual remembers one of them, he can remember the others. It is difficult to remember all these items on the list when no picture is connected to another than when it is connected to others. It also tests the ability to create mental pictures that could aid in remembering something later (Coon et al, 2010). While one may not remember all objects, it helps in remembering some of them for longer. This technique is effective in remembering revision lists, memorizing key points during presentations, and remembering shopping lists.

Wander around your house helps an individual remember for the same reasons as telling yourself a story regarding pictures does. An individual requires some bit of imagination, a pencil and a piece of paper, as well as a timer clock that has a second hand and a person to inform on whether two minutes have elapsed, to carry out this memory task. It helps to connect various things and picture them in one's mind. Using this technique, an individual, also gives him or herself a hint that can help in retrieving memory regarding something (Coon et al, 2010). At times, all one needs is to remember a little hint. By using one's imagination, as well as a set of locations, a person, can remember other aspects of a situation. Anytime an individual wants to remember a list, they can utilize the same set of locations as those in their house. However, creation of a new list usually almost most certainly deletes the old one. Therefore, if you require remembering more than one list, then it is essential that you come up with more than one location. This technique is very effective, although it does not

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work as effectively when one needs to remember more than one list.

#### Reference

Coon, D., Mitterer, J., Talbot, S., & Vanchella, C. (2010). Introduction to psychology: gateways to mind and behavior. Belmont, Wadsworth Cengage Learning.