

Good memory eassy essay example

[Experience](#), [Failure](#)



Introduction

The struggle to commit information to memory and be able to retrieve it when needed is one of the most fascinating aspects of the human brain. Memory serves as a record of information such as events, ideas, acquaintances, directions, places, etc. Forgetfulness is the process through which stored information is lost or disarranged in a manner that it becomes difficult to retrieve from memory. There are several principles, emergent from research, used to improve memory. These include processing material actively; learning how to retrieve; using distributed practice and using metamemory. This paper explores three memory concepts: depth of processing; attention and memory and forgetting.

The first concept is depth of processing. According to Craik and Lockhart (1972), processing materials actively involves emphasizing elaborate and active processing also referred to as meaningful processing. Craik and Lockhart relied on the dual storage model. The model postulates that there are two memory levels whose characteristics are determined by their location. Short-term memory (STM) is fragile and volatile. STM is stored in a temporary place. Long Term Memory (LTM) is more durable and is stored differently. Information flows in a continuum of memory from shallow to deep. Shallow levels involve analysis of information in terms of sensory or physical attributes such as brightness and size. Intermediate levels related to labeling and recognition while deeper levels comprise of longer lasting and more elaborate levels. Deeper processing causes deeper-level storage of information. This implies that to commit information to memory, thinking actively about it helps push it into a deeper level. Craik and Lockhart also

documented about rehearsing. Rehearsing is the process of taking information through and through the memory.

The second concept is attention and memory. None of the two can operate independent of the other. William James, the classic psychologist stated that an object once attentively attended to remains in the memory while that not attended to attentively passes without leaving traces behind. In terms of attention and memory, Chun and Turk-Browne (177) take attending to mean that some processing resources are being used in carrying out a task.

Attention is the process of selecting which tasks deserve these resources. Attention helps in the encoding of memory. This is because when one learns something, they encode the information in a process which requires attention. Recall of memory requires attention also.

The third concept is forgetting. There are several theories associated with forgetting. These include the trace decay theory, displacement from STM, interference and retrieval failure. The trace decay theory is related to how short term memory (STM) can be lost through decay with time. A trace is a type of chemical or physical change that occurs in the nervous system. Forgetting occurs when the memory trace fades. The displacement from STM theory postulates that the STM is limited in capacity, which causes some information to be discarded for new information. To maintain information in the STM, it has to be revisited (rehearsed). Interference comprises of the process through which information becomes jumbled up in the Long-term memory interference also occurs when memories interfere with each other. Retrieval failure is whereby the memory exists in the long-term memory but cannot be retrieved.

Conclusion

Committing information to memory may be a challenge since many dynamics are involved. Three major concepts in memory include depth of processing, attention and memory and forgetting. Craik and Lochart (672) assert that the more information is processed, the deeper the memory level in which it is stored. Attention is the process of allocating processing resources to information based on level of importance. Forgetting is the process through which previously stored information is lost.

Work cited

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Craik, F, and R Lockhart. " Levels Of Processing: A Framework For Memory Research." Journal of Verbal Learning and Verbal Behavior 11. 6 (1972): 671-684. Print.