

The faster flow of
new information in
order to ensure
proper learning

[Education](#)



Question 2

It is clear that information acquired for the purpose of performing well on the next test is easily stored in the sensory register and cannot go beyond the working memory. Ms. Iwata's long-term objective is to ensure the establishment of interactive means of learning science information that will make sense to students. Her style of teaching is not about theories. She ensures that her science principals relate to a large number of real life situations. Ms. Iwata expects her students to process information by reflecting on their current situation and relate to them.

The science principles will help in moving the information from the sensory register to the working memory. Associating with their current life situations will enable the science information move into long-time memory, where it will be useful to the lives of students in the future. The principle of processing information by relating it to previous knowledge, for instance, the students' experiences in their lives will move the information into the long term memory.

Question3

Learning ought to be an active process whereby students come up with constructive ideas depending on their current or past events. Research proves that interactions and motivation influences construction. Teacher's focus is to create a connection between facts and to ensure better understanding among learners. This approach gives learners the opportunity to analyze, predict and interpret information. It means that students are involved fully in finding solutions to the problem. Consequently, interactive learning proves effective in education.

Information is easily absorbed by the memory for the purpose of filtration. The teacher wanted the information that he was passing to be store on the short-term memory by letting the learners draw the ball. Primarily, short term memory is where the controlling takes place in terms of rehearsal, coding, decision and retrieval strategies of the information. It allows learners to relate past events with the present; hence improves their abilities to accommodate fresh ideas. Most importantly, the information is easily transferred to the long-time memory store for encoding and retrieval. Admittedly, use of techniques that link short-term memory with long-term memory is effective in education (Cole, 2008).

Question 4

Learners are required to be able to use the approach of processing information. In addition, learners must be able to absorb and accommodate new facts. At first, when Lucy encountered the word platypus, she enquired from her father what it meant. Her father told her that platypus was an animal. By relating the word platypus to her prior knowledge of what animals are, she can then classify the information. When Lucy can relate platypus to her prior knowledge of animals, she can remember the word easily the next time she encounters it again. In most case, new ideas are compared to those in one's cognitive structures (Cole, 2008). For these structures to accommodate new ideas, they should be pre-alerted. Pre-alerting facilitates easy transition of information. In this case, teachers should provide ways in which learners are given the opportunity to connect with fresh ideas. Cognitive theory focuses on the human brain in terms of how it processes and stores information. The three stages of information process model

dictate that information flows from the sensory register to the short-term memory and finally to the long-term memory for storage and eventual retrieval. For the case of Lucy, information was not going beyond the sensory register. This blockage of information flow was making it difficult for her to understand. Research shows that the sensory register holds information for not less than four seconds before the same information disappears. In this case, faster flow of new information is essential in order to ensure proper learning (Cole, 2008).

Reference

Cole, R. W. (2008). *Educating everybody's children: Diverse teaching strategies for diverse learners*. Alexandria, VA: Association for Supervision and Curriculum Development.