

# LESSON 6

## MEMORY

### SUMMARY

The human memory has immense potential. Memory is crucial in our life because it helps building bridges in the flow of experiences and allows us to have a sense of continuity.

### Memory and Forgetting

Psychologists consider memory and learning to be different processes, though both are closely related.

Learning refers to the acquisition of new behaviours through experience;

Memory refers to the process of storing the outcomes of learning in the form of information that can be retrieved when required. This specific process is termed as retention.

Memory can be defined as a perceptually active mental system that receives, encodes, modifies, and retrieves information.

It can be studied by measuring retention. Three basic methods of measuring retention are: Recall, Recognition, and Relearning.

### Measuring Retention: Recall, Recognition and Relearning

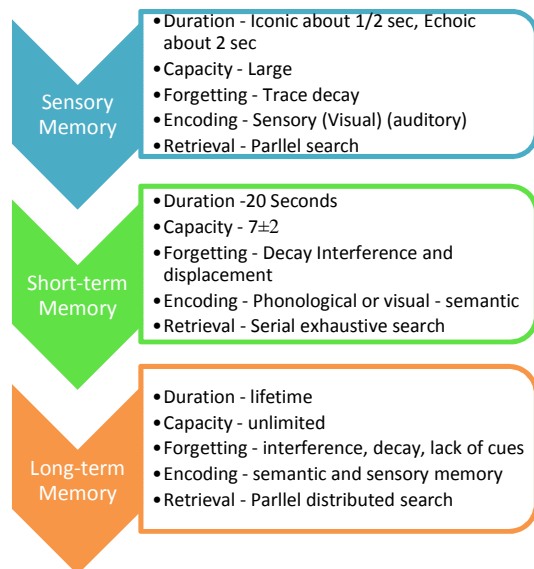
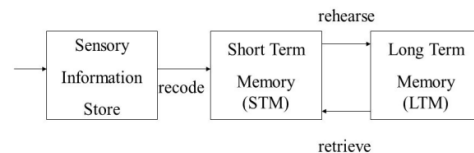
**Recall** - to transfer prior learning or past experience to current consciousness: that is, to retrieve and reproduce information; to remember.

**Recognition** - a sense of awareness and familiarity experienced when one encounters people, events, or objects that have been encountered before or when one comes upon material that has been learned in the past.

**Relearning** - is the method of learning the material another time. It usually takes less time than original learning.

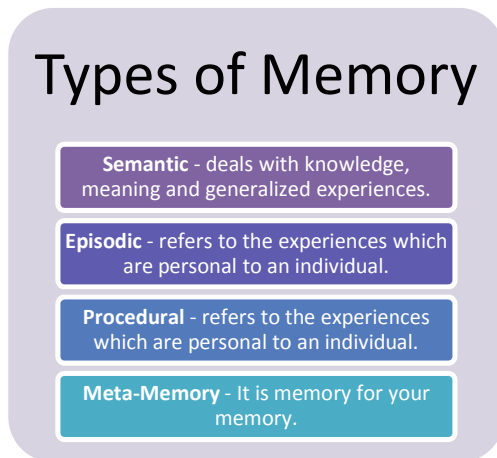
### Stages of Memory

Memory is not a single/unitary system. There is more than one type of memory. There are three major systems of memory:



### Nature of the three memory systems

## Types of Memory



## Forgetting

It is a common experience that sometimes we are unable to remember information that we need at a particular time.

**Decay** - Some psychologists think that it is due to gradual fading of memory traces or decay that happens with lapse of time.

**Interference** - the blocking of learning or of memory retrieval by the learning or remembering of other conflicting material. It is of two types:

Retroactive	Proactive
•occurs, when the current information interferes with what has been retained earlier	•earlier information in the memory interferes with the current information

**Level of Processing** - While learning some material we may attend to it in detail and process at a deeper level or neglect it and attend at a surface level. This may be a cause of forgetting.

## Strategies for Enhancing Memory

**Deep Processing** - cognitive processing of a stimulus that focuses on its meaningful properties rather than its perceptual characteristics.

**Attending carefully** - to learn something well and ensure its retention in long-term put conscious effort to attend to it carefully

**Minimize Interference** - the more similar the materials to be learned, the more likely they will produce interference. Thus arrange studies so that you don't study similar subject's one right after the other.

**Distributed Practice** - In this method, the practice periods for a particular task are separated by lengthy rest periods or lengthy periods of practicing different activities or studying other material, rather than occurring close together in time.

**Using memory aids** - use visual imagery to remember objects and places.

**Shorthand codes** - Make your own codes. For e.g., VIBGYOR-Violet, Indigo, blue, green, yellow, orange, red.

## Repression: Forgetting Painful Events

**Repression** - The events and experiences that are threatening or painful are eliminated from our consciousness.

**Amnesia** - Amnesia refers to a loss of memory due to illness, injury, drug abuse or other causes.

### **Do you know?**

Sigmund Freud gave the concept of Repression.

The stage model of memory (Sensory memory, STM, LTM) was given by Richard Atkinson and Richard Shiffrin in 1968.

### **Evaluate yourself**

1. Give one example for each type of interference, retroactive and proactive.
2. Explain the three stages of memory and their characteristics.