

EDS 248

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Types of Long Term **Memories** Type of Knowledge Example Imagery (sounds, smells, pictures) Personal experience Episodic vs. (space and time) Semantic Meanings and Propositions (facts and General knowledge general knowledge) "Knowing that . . ." How things are. "Knowing how. . ." How to do things. How things are or were vs. Procedural How to do things Knowledge easily Consciously recalled (How to add and Explicit vs. explained vs. Implicit Knowledge not easily Unconscious recalled (How to speak) explained

Long Term Memory Processes •Selection •Rehearsal •Meaningful Learning •Internal Organization •Elaboration •Visual Imagery

Encoding Processes						
Process	Definition	Examples/Instructional Implications				
Selection	What is stored and what is not stored.	Identify important information. Emphasizes the importance of adhering to course prerequisites.				
Rehearsal	Repetition of material	Rote learning is not very effective if not connected with meaningful information.				
Meaningful Learning	Connecting new material with information already stored in long-term memory.	Use real world examples Allow for discussions Emphasizes the importance of adhering to course prerequisites.				

Encoding Processes Examples/Instructional Implications Definition Storing information as a whole rather than as a Internal The learning theory model Organization collection of disparate Elaboration Learning between the State ideas in own words. lines. Adding your own Generate own examples. knowledge to new information. Visual Imagery Mental pictures of the Powerful, yet incomplete. physical appearance.

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Remembering (or "Retrieval")

- Long-term memories can be described as being both active (brought into working memory or consciousness) and inactive (stored in long-term memory).
- 2. What is the capacity of Working Memory relative to Long Term memory?
- 3. What implications dose this have for remembering?



Remembering (or "Retrieval")

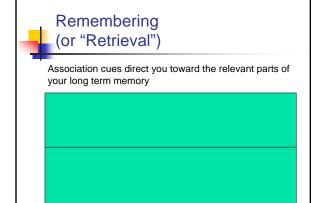
- How information is stored has a lot to do with how (if) it is recalled
- Working memory is small, some of its capacity is already taken up by the sensory information it is attending to.
- Successful retrieval is most likely when a number of long-term memories are closely associated with each other.
- Meaningful, frequently used, material is going to be found quickly. Because it is used frequently it is easily remembered. You know right where to look.

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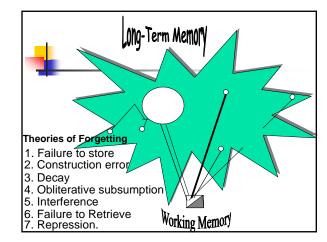
Remembering (or "Retrieval")

Study these words, you will have 30 seconds.

Now write down as many words as you can remember



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Facilitating Encoding and Remembering

- 1. Discuss the relative advantages of meaningful vs. rote learning.
- 2. Why is it important to ensure that only important/relevant information is selected?
- 3. What is the role of lesson organization is storage and retrieval?
- 4. What are the strengths and weakness of elaboration?



Metacognition

Knowledge of own learning and cognitive processes and resulting regulation of such abilities to enhance learning.



Transfer

- •Using knowledge learned in one situation to solve problems in another situation.
- •The bottom line of schooling.
- •Students must be able to go out into the "real world" and apply the skills/knowledge taught in the classroom



Next Week

- Read Ormrod chapter 15
- From reading write & turn-in 3 research/discussion questions.