

MEMORY



“The secret of a good memory is attention, and attention to a subject depends upon our interest in it. We rarely forget that which has made a deep impression on our minds.”

-Tyron Edwards

How Good is Your Memory?

Circle One

- | | | |
|---|-----|----|
| 1. I always remember the names of people I meet. | Yes | No |
| 2. I can remember phone numbers easily. | Yes | No |
| 3. I can remember the words to the popular songs. | Yes | No |
| 4. I can remember directions easily. | Yes | No |
| 5. I can remember a grocery list of ten or more items. | Yes | No |
| 6. I can memorize poems and short speeches easily. | Yes | No |
| 7. I can remember the birthdays of the important people in my life. | Yes | No |
| 8. I recall events of the past very clearly. | Yes | No |
| 9. I think I have a good memory. | Yes | No |
| 10. I rarely forget appointments of any kind. | Yes | No |

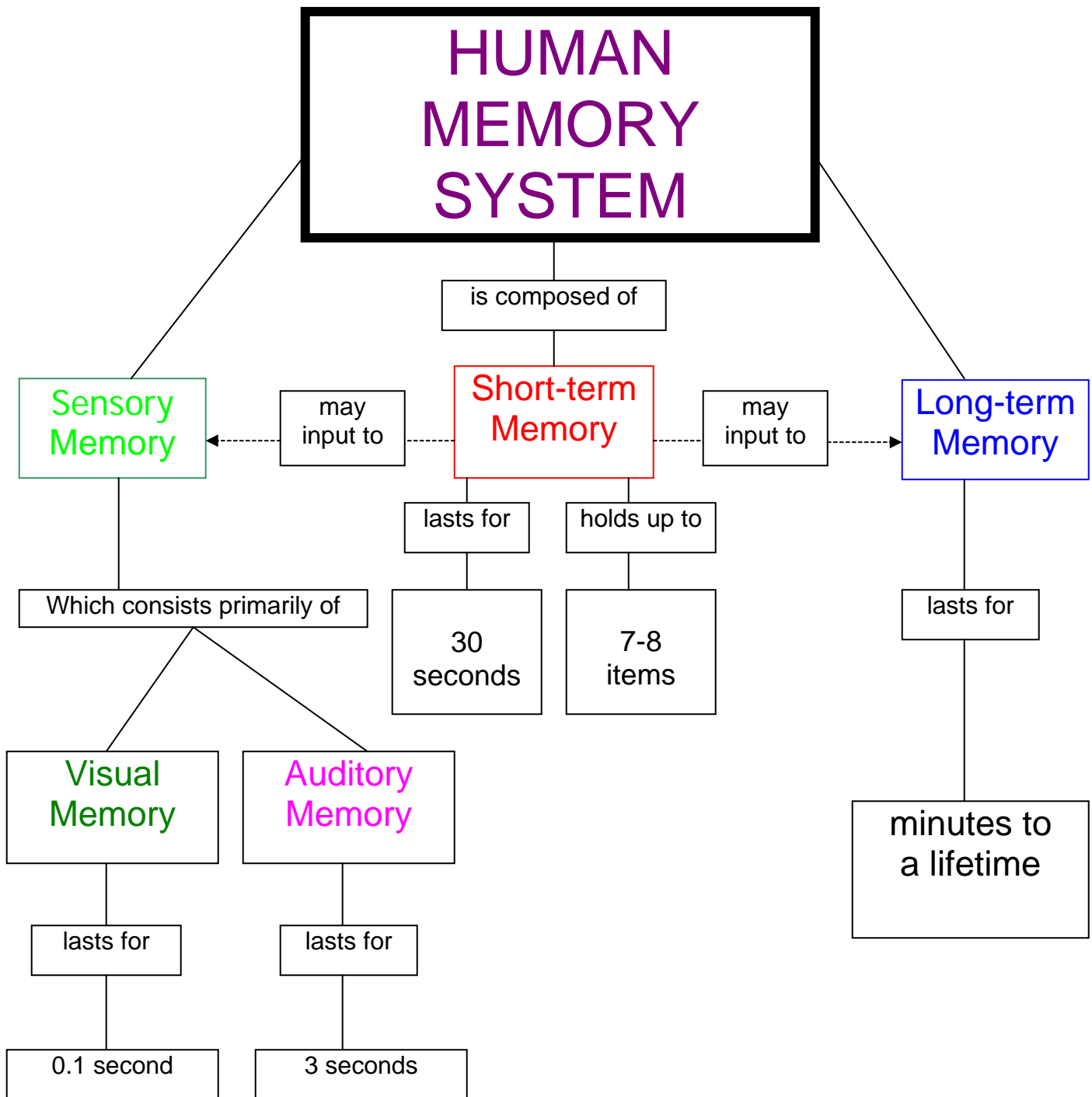
If you answer "Yes" to at least six of these questions, you have a good memory. Otherwise you need to learn more strategies on how to improve your memory. This workshop will give you lots of tips and suggestions on how to improve your retention and have fun doing it.

A Good Memory Requires:

- ☞ Making an effort.
- ☞ An open mind and a positive attitude.
- ☞ Repetition, repetition, and more repetition.
- ☞ Using different methods of learning such as talking out loud, moving around, studying information at different times of the day, surprise study sessions that only last 10 minutes. Use your imagination.
- ☞ **Being creative.**
- ☞ Information to be memorized put in places where you see them for a few minutes a day. Example: list of Spanish verbs placed on the back of a cereal box, taped on a bathroom mirror, e-mailed to yourself, slid into the plastic cover of a note book, placed on a 3x5 card and carried around in your pocket for looking at when standing in line. Can you think of more?
- ☞ Trying new study techniques.
- ☞ Making a commitment to being successful. Positive self talk!

Memorizing requires a desire to remember.

How you store your memories...



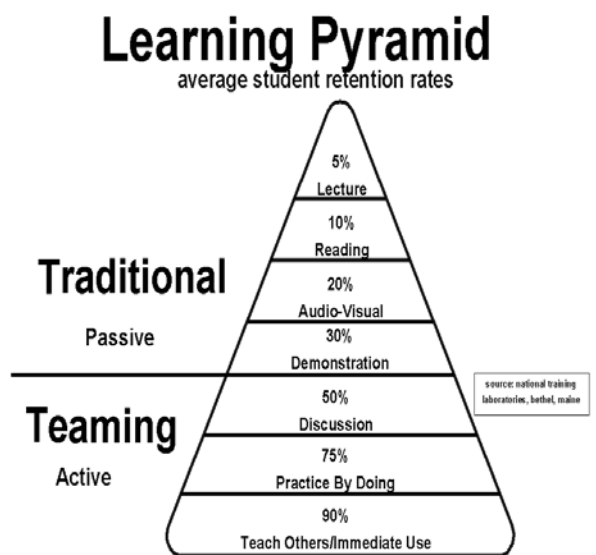
memory

To be successful at storing information into your long-term memory, it is necessary to repeat the information being learned over a period of time. Think of how you learn a song.

It only takes a few times of play before you have the basic knowledge of the beat, tune, words, melody and style. Once familiar with the song, you can pick it out by the first two or three notes when it plays. This is because you are open to the idea of understanding what you are learning. The learning is multi-faceted, using sound, words and rhythm towards learning the song. Repetition is one of the most powerful and fundamental ways of storing information into long-term memory. Repetition, while using various learning styles, will increase your learning and recall ability.

Scholar, Walter Pauk, reports that of a group of people who read a textbook chapter, it was found that they forgot:

46% of what they read after day 1
79% of what they read after 14 days
82% of what they read after 28 days



According to a study from the National Institute for Development and the Administration at the University of Texas, we remember:

10% of what we read
20% of what we hear
30% of what we see
50% of what we see & hear
70% of what we say
90% of what we do & say

The **intention** to remember can be more powerful than any memory technique. It can actually activate your recall. When you are learning something you want to recall later, reiterate to yourself that you *will* remember. This works similar to self-hypnosis.

Before or after class:

Close your eyes or focus on one point several feet away. Take 3 slow, deep breaths, paying attention to each breath. Take 3 more breaths while relaxing your body.

Once you are relaxed and your mind is still, say to yourself, "At anytime I choose, I will be able to recall..." and complete the sentence with a brief description of what you want to remember. For instance: "At anytime I choose I will be able to recall what I just read about Native American culture in the 17th century."

Perceptual Learning Style Inventory

Check those strategies or techniques that you think help you learn the best.

1. ___ motion pictures
2. ___ lecture, information giving
3. ___ group discussion
4. ___ reading assignments
5. ___ participant in role-playing activities
6. ___ project construction
7. ___ odor discrimination
8. ___ television programs
9. ___ audiotapes
10. ___ participant in panel discussions
11. ___ written reports
12. ___ nonverbal body movements
13. ___ drawing, painting or sculpting
14. ___ tasting
15. ___ slides
16. ___ records
17. ___ question and answer sessions
18. ___ independent reading
19. ___ physical motion activities
20. ___ model building
21. ___ scented materials (scratch and sniff)
22. ___ graphs, tables and chart
23. ___ recitations by others
24. ___ interviews
25. ___ writing
26. ___ participant in physical games
27. ___ touching objects
28. ___ photographs

Interpretation of Learning Style Inventory

Circle the numbers you have checked. Then compare your numbers with the first column below. If a majority of numbers for a particular style are circled, you may have a learning style similar to the one listed in the second column. Identifying your learning style can help you find ways to expand your learning effectiveness.

Strategy Numbers

1, 8, 15, 22, 28

2, 9, 16, 23

3, 10, 17, 24

4, 11, 18, 25

5, 12, 19, 26

6, 13, 20, 27

7, 14, 21

Learning Style

Visual

Aural

Interactive

Print

Kinesthetic (using body movements)

Haptic (using the sense of touch)

Olfactory (using the sense of smell)



GUIDE TO THE SEVEN LEARNING STYLES: PERCEPTUAL LEARNING STYLES INVENTORY

1. **Visual Learners** like to observe people and situations. A visual learner often has to see something, not just hear it, to learn. Slides, pictures, graphs, tables, demonstrations, and overhead transparencies are useful ways of helping these people learn. Research indicates that most people in their twenties and over use this perceptual style as their primary way of learning material.
2. **Interactive Learners** learn best when verbalizing their thoughts and feelings. Small group discussions, lively question-and-answer sessions, and debates are techniques that engage this type of learner. People over the age of fifty ranked this style of learning as second in terms of preference, and younger learners ranked it as third. Programs which place an emphasis on small-group learning are very successful.
3. **Haptic Learners** learn best through their sense of touch. They need to feel objects or to touch as many things as possible to learn something about them. By touching an object, these people often are able to form a visual image of it. "Hands on" experience is essential for them to learn. People who combine haptic and visual elements of perception learn best through demonstration that are followed by hands on practice.
4. **Aural Learners** learn best by listening. In fact, unless they learn by interacting as well as listening, these learners often are annoyed by interruptions to a lecture. In general, aural learners like to listen carefully, rarely speak out during lecture, and easily remember what they hear. People who listen to books or speakers on tape are aural learners.
5. **Kinesthetic Learners** need to move in order to learn. You might find such people fidgeting, knitting, doodling, or wood carving during a lecture. Instead of distracting them, movement actually helps this type of person to concentrate. When they speak, kinesthetically oriented people often use hand motions to describe what they are saying. This kind of learner would probably volunteer to take part in a role-playing activity because it involves movement.
6. **Print-oriented Learners** often learn best by reading and writing. Reading books, magazines, or journal articles helps these learners to easily retain information. When print types attend a lecture, you often find them jotting down notes. Being able to see and record what they hear helps them focus and learn better.
7. **Olfactory Learners** use their sense of smell or taste to learn. These are the people who associate what they learn with particular smells or tastes. They might walk into a room and smell an odor with immediately reminds them of a past learning experience. Recent research on the brain indicates that smell originates in the most primitive part of the brain and is, therefore, a powerful reminder of people or past events.

Source: James, Wayne B., & Galbraith, Michael W. (1985 January) Perceptual Learning styles: Implications and techniques for the practitioner. Lifelong Learning, 20-23

MEMORY

Putting your notes to use. Put them to memory. LOOK at your notes!

UNDERSTANDING MEMORY

- Everyone remembers some information and forgets other information.
- Your senses help you take in information.
- With very little effort, you can remember some information.
- With rehearsal (study), you can remember a great deal of information.
- Without rehearsal or use, information is forgotten.
- Incoming information needs to be filed in the brain if you are to retain it.
- Information stored, or filed, in the brain must have a retrieval method.
- Mnemonic devices can help you store and retrieve information.

METHODS

- ⇒ Organize it
- ⇒ Make it meaningful
- ⇒ Create associations
- ⇒ Use your body
- ⇒ Relax
- ⇒ Create pictures
- ⇒ Repeat and recite
- ⇒ Write it down
- ⇒ Use 3x5 cards
- ⇒ Use your brain
- ⇒ Over learn
- ⇒ Escape the short term memory trap
- ⇒ Use daylight
- ⇒ Distribute learning
- ⇒ Be aware of attitudes
- ⇒ Chose what not to store in your memory
- ⇒ Combine memory techniques
- ⇒ Remember it using a relationship
- ⇒ Notice when you remember best
- ⇒ Use it before you lose it
- ⇒ Positive talk is self-fulfilling (and so is negative talk!)
- ⇒ Have a study buddy
- ⇒ Look at flash cards just before you go to bed and just before you get up in the morning

SQ3R

- Survey
- Question
- Read
- Recite
- Review

VCR3

- Visualize
- Concentrate
- Relate
- Repeat
- Review

FACE YOUR FEARS

- Figure out what keeps you from remembering things. What do you do to keep from remembering what you need to remember? Are you making an effort?
- Do you have a tendency to deny its importance? Are you afraid of failing?
- Have you been fighting yourself? Do you tell yourself you can't do it?

FACE YOUR FEARS! Fear can keep you from succeeding.

Examine your fear, experience the fear, feel the fear, talk about the fear, accept the fear, Then...watch the fear disappear.

MEMORY TRICKS

Fun and interesting ways to get information in your long-term memory include:

↯ Jingles rhymes, songs, poems

↯ Associations ♥ = love, ∅ = no something, \$ = money

↯ Sentences **S**ome **T**ried **U**nsuccessfully **D**rawing **Y**ams

↯ Mnemonic devices **Roy G. Biv** -- **r**ed, **o**range, **y**ellow, **g**reen, **b**lue, **i**ndigo, & **v**iolet — the colors of the rainbow OR **HOMES** (Huron, Ontario, Michigan, Erie, Superior)

↯

↯ Visualizations use the mind's eye or draw an image

↯ Rap just that, make a rap song with the information

↯ Story Lines weave data and facts into a story line



Fifteen Memory Techniques

The fifteen memory techniques are divided into four categories. Each category represents a basic principle for improving your memory. Briefly these are:

- Be organized
- Be physical
- Be clear
- Be smart

BE ORGANIZED

1. **Learn from the general to the specific.** Get a broad overview of a subject before you begin to learn the details.
2. **Decide on order of importance.** Some things are more important than others. Decide which material is more important and organize into an outline.
3. **Make it meaningful.** Relate what you learn to your goals. Also relate new material to what you have previously learned.
4. **Create associations.** Fit new material in with what you already know.

BE PHYSICAL

5. **Learn it once, actively.** To be able to recall something from memory, you must first put it into memory. Most learning, takes place in a passive setting. Create an atmosphere of activity where you study. Stand up, pace, draw pictures, use your hands, keep active.
6. **Visualize relationships.** Create action, make pictures vivid, and turn abstract ideas into concrete actions. Bizarre or unusual images help some people remember.
7. **Recite and repeat.** When you want to remember something, repeat it out loud. Put the material in your own words. Try role-playing. Be the instructor and lecture the material to your classmates and vice versa.
8. **Become emotionally involved.** Convince yourself that you agree with the viewpoint of the author. Discuss those beliefs with people holding opposing views. Cite authorities to back up your claims.

BE CLEAR

9. **Reduce interference.** Turn off the stereo when you study. Use your best time of day. Allow yourself time to tune into a subject. Remove the phone receiver and turn **off** your cell phone if necessary.
10. **Over learn.** One way to fight mental fuzziness is to learn more about a subject than you have to. This is especially effective for problem solving. Over learning acts as a magnet for other material. Pick it apart and go over it more than you have to. Incorporate it into your daily life.
11. **Be aware of attitudes.** Your attitudes about a subject can affect your ability to recall. We tend to forget information that contradicts our opinions. Consider the possibility that you create your boredom or anxiety. This doesn't mean you fight them. Just notice them.

BE SMART

12. **Distribute learning.** Marathon study sessions are not effective. Take regular breaks. Use breaks as rewards.
13. **Remember something else.** When you are stuck and can't remember something that you know, remember something related to it. If you can't remember your great aunt's name remember your uncle's name.
14. **Eliminate mistakes.** This process is referred to as "negative practice." Consciously review your errors and note exactly why it is false. This aids you in emphasizing the correct answer.
15. **Combine memory techniques.** All of these techniques work, and work even better in combination with other techniques. But be flexible. Experiment with all the techniques for different subjects.

Use rhymes and songs, use 3x5 cards, use lists around the house, record information on a cassette or CD and listen to it in the car or wherever... Try something new!