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• Modified version of the three-stage processing model of

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66 Introduction

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93 Improving Memory Techniques

- Study repeatedly
- · Make the material meaningful
- Activate retrieval cues
- Use mnemonic devices
- Minimize interference
- Sleep more
- Test your own knowledge, both to rehearse it and to help determine what you do not yet know

94 The End

95 Teacher Information

- Types of Files
 - -This presentation has been saved as a "basic" Powerpoint file. While this file format placed a few limitations on the presentation, it insured the file would be compatible with the many versions of Powerpoint teachers use. To add functionality to the presentation, teachers may want to save the file for their specific version of Powerpoint.
- Animation
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 - -Teachers are encouraged to adapt this presentation to their personal teaching style. To help keep a sense of continuity, blank slides which can be copied and pasted to a specific location in the presentation follow this "Teacher Information" section.

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- –Unit subsections hyperlinks: Immediately after the unit title slide, a page (slide #3) can be found listing all of the unit's subsections. While in slide show mode, clicking on any of these hyperlinks will take the user directly to the beginning of that subsection. This allows teachers quick access to each subsection.
- -Bold print term hyperlinks: Every bold print term from the unit is included in this presentation as a hyperlink. While in slide show mode, clicking on any of the hyperlinks will take the user to a slide containing the formal definition of the term. Clicking on the "arrow" in the bottom left corner of the definition slide will take the user back to the original point in the presentation.

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 - •By presenting information in small chunks, students will find it easier to process and remember the concepts.
 - By continually changing slides, students will stay interested in the presentation.

- To facilitate class discussion and critical thinking.
 Students should be encouraged to think about "what might come next" in the series of slides.
- Please feel free to contact me at <u>kkorek@germantown.k12.wi.us</u> with any questions, concerns, suggestions, etc. regarding these presentations.

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- 98 Division title (green print) subdivision title (blue print)
 - XXX
 - -XXX
 - -xxx
- 99 Division title (green print) subdivision title (blue print)
- 100 Definition Slide
 - = add definition here
- 101 Definition Slides
- 102 Memory
 - = the persistence of learning over time through the storage and retrieval of information.
- 103 Encoding
 - the processing of information into the memory systems for example, by extracting meaning
- 104 Storage
 - = the retention of encoded information over time.
- 105 Retrieval
 - = the process of getting information out of memory storage.

106 Sensory Memory

= the immediate, very brief recording of sensory information in the memory system.

107 Short-term Memory

= activated memory that holds a few items briefly, such as the seven digits of a phone number while dialing before the information is stored or forgotten.

108 Long-term Memory

= the relatively permanent and limitless storehouse of the memory system. Includes knowledge, skills, and experiences.

109 Working Memory

= a newer understanding of short-term memory that focuses on conscious, active processing of incoming auditory and visual-spatial information, and of information retrieved from long-term memory.

110 Parallel Processing

= the processing of many aspects of a problem simultaneously; the brain's natural mode of information processing for many functions. Contrasts with the step-bystep (serial) processing of most computers and of conscious problem solving.

111 Automatic Processing

 unconscious encoding of incidental information, such as space, time and frequency, and of well-learned information, such as word meanings.

112 Effortful Processing

= encoding that requires attention and conscious effort.

113 Rehearsal

= the conscious repetition of information, either to maintain it in consciousness or to encode it for storage.

114 Spacing Effect

= the tendency for distributed study or practice to yield better long-term retention than is achieved through massed study or practice.

115 Serial Position Effect

= our tendency to recall best the last and first items in a list.

116 Visual Encoding

= the encoding of picture images.

117 Acoustic Encoding

= the encoding of sound, especially the sound of words.

118 Semantic Encoding

= the encoding of meaning, including the meaning of words.

119 Imagery

= mental pictures; a powerful aid to effortful processing, especially when combined with semantic encoding.

120 Mnemonics

= memory aids, especially those techniques that use vivid imagery and organizational devices.

121 Chunking

 organizing items into familiar, manageable units; often occurs automatically.

122 **Lonic Memory**

= a momentary sensory memory of visual stimuli; a photographic or picture-image memory lasting no more than a few tenths of a second.

123 Echoic Memory

= a momentary sensory memory of auditory stimuli; if attention is elsewhere, sounds and words can still be recalled within 3 or 4 seconds.

124 Long-term Potentiation (LTP)

= an increase in a synapse's firing potential after brief, rapid stimulation. Believed to be a neural basis for learning and memory.

125 Flashbulb Memory

= a clear memory of an emotionally significant moment or event.

126 Amnesia

= loss of memory.

127 Implicit Memory

= retention independent of conscious recollection. (Also called nondeclarative or procedural memory)

128 Explicit Memory

= memory of facts and experiences that one can consciously know and "declare." (Also called declarative memory)

129 Hippocampus

= a neural center that is located in the limbic system; helps process explicit memories for storage.

130 Recall

= a measure of memory in which the person must retrieve information learning earlier, as on a fill-in-the-blank test.

131 Recognition

= a measure of memory in which the person need only identify items previously learned, as on a multiple-choice test.

132 Relearning

= a measure of memory that assesses the amount of time saved when learning material for a second time.

133 Priming

= the activation, often unconsciously, of particular associations in memory.

134 Deja Vu

= that eerie sense that "I've experienced this before." Cues from the current situation may subconsciously trigger retrieval of an earlier experience.

135 Mood Congruent Memory

= the tendency to recall experiences that are consistent with one's current good or bad mood.

136 Proactive Interference

= the disruptive effect of prior learning on the recall of new information.

137 Retroactive Interference

= the disruptive effect of new learning on the recall of old information.

138 Repression

= in psychoanalytic theory, the basic defense mechanism that banishes from consciousness anxiety-arousing thoughts, feelings, and memories.

139 Misinformation Effect

= incorporating misleading information into one's memory of an event.

140 Source Amnesia

= attributing to the wrong source an event we have experienced, heard about, read about, or imagined. (Also called source misattribution.) Source amnesia, along with the misinformation effect, is at the heart of many false memories.