[Name of the Writer]

[Name of Instructor]

[Subject]

[Date]

Understanding Memory Process

Introduction

Memory is one of the most integral function of the learning process. To store the information and recall it at the appropriate time is one of the critical aspects of the way learning is supposed to be carried out (Sparrow et al, 2017). This understanding that the memory can be enhanced, and the processing power of the brain could be improved has great implications when it comes to the learning and research purpose. In this paper, it is going to be seen that what is the underlying importance of such a process and how strategies could be developed to augment this whole process (Hastie, 2016).

Studying in the Class More Efficiently

During the course of any section in the class, effort is needed to be made to make sure that whatever the information that is being provided, it has to be encoded to make sure that it stays in the memory process (Hastie, 2016). What can be done is that the effort must be made to make sure that rather than going through the briefs, effort must be made to make sure that the underlying purpose of what is being taught has to be kept in mind (Sparrow et al, 2017). The idea at the broader level is to make sure that the learning process should be such that once the information is encoded, then it is much easier to ensure that it stays in the mind and can be recalled as well. So, during the class, effort must be made to make sure that the information has to be encoded when any session is being going on (Hastie, 2016).

Strategies to Encode and Store Information

There are many strategies that can be developed to make sure that the learning process could be carried out in an appropriate manner (Sparrow et al, 2017). The idea is to make sure that the effort is being towards making sure that the information that is being tried to memorize has to be repeated again and again and that stimulus whether its reading or watching has to be done several times (Sparrow et al, 2017). The other thing that can be done is to make sure that multiple ways of presenting the information so that more rapid and longer span of learning process are needed to be carried out (Sparrow et al, 2017). The other thing that can be done is to make sure that one gets involved in the stories that are bound to trigger some sort of emotional reaction from the people at the given point of time (Sparrow et al, 2017).

Strategies to Retrieve the Information

There are two strategies that can be extensively used to make sure that the retrieval process of the memory can be augmented in an appropriate manner. The first ins that recognition and the other one is that recall method. The idea behind these methods is to make sure that the association has to be created with some sort of physical object so that sense of relatability has to be created with that aspect (Sparrow et al, 2017). The recall method is about remembering an underlying fact about that event so that the whole process could be augmented in a much better manner at the given point of time.

Conclusion

The given research has many implications as far as the way learning process is supposed to be carried out (Hastie, 2016). This research has provided an important perspective with regards to how one can use the ability and memory process during the course of the learning process and how eventually it helps with the problem solving at the broader level (Hastie, 2016).

# Works Cited

Hastie, Reid. "Memory for behavioral information that confirms or contradicts a personality impression." *Hastie, R.; Ostrom, TM.; Ebbesen, EB* (2016): 155-178.

Sparrow, Betsy, Jenny Liu, and Daniel M. Wegner. "Google effects on memory: Cognitive consequences of having information at our fingertips." *science* 333.6043 (2017): 776-778.