KNOWLEDGE IS ORGANIZED!

Research on Memory
- We have many types of memory and some types work better for us than others.
- Memory is NOT FIXED; it’s malleable. Factual knowledge and semantic knowledge is less fixed than procedural and episodic knowledge.
- Our working memory holds 3 to 4 items.
- Memories are stored in many areas of the brain. Fragments of a single memory can be scattered throughout the visual and auditory cortex and other areas and then combined at recall.
- Knowing something does NOT mean you can recall it. Much of what we know is not stored in easily accessible pathways.

(More) Research on Memory
- We commonly create - both purposely and unpurposely - false memories that we believe to be true but that are not.
- Memory can decline with age but memory loss is not necessarily a byproduct of aging.
- It’s healthy to forget things; much of our input is irrelevant.
Memories are stored in multiple pathways.

Before we look at the memory pathways, let me tell you a personal story about one of (one of!) the times I got dumped by a boyfriend…

Mind/Body State is Important

- High levels of stress impair memory.
- Moderate levels of stress enhance memory.
- To maximize the likelihood of recall, match the original location (e.g. same room) when remembering.
- To maximize the likelihood of recall, match the original mind/body state in which the learning occurred. For example, if you learn and review under low stress, it's likely you'll underperform in a high-stress test condition.

Strategies to Enhance Episodic Memory (the “where” path)

- You can’t avoid an episodic memory since you’re always somewhere.
- The best you can do is try and reduce the chance for contamination (too much content in one location).
- In your classroom this means taking advantage of different spatial locations.
  - Have student review by rotating their desks in a different direction (desk arrangement).
  - Study different units with different student groupings.
  - Teach in different areas of the room (different teaching spots).
  - Take notes in different colors.
  - Review the material with a mind map.
  - Print information on different colors of paper.
  - Stand up to learn new information.
One definition of intelligence is a person being able to use **MORE** memory pathways (episodic, semantic, procedural, reflexive) to store a single concept.