Why Can’t I Remember?

Visit the Learning Success Center
646-592-4285
learningsuccesscenter@yu.edu
Test Your Memory Skills

Try to memorize the following words in 30 seconds:

Ball
Tree
Yellow
Table
Cemetery
Hydrogen
Plastic
Picture
Daisy
Laptop
Bank
Lake
Pineapple
Luggage

What strategy did you use to remember the words?
Did you notice how difficult it was to remember the details despite how frequently you handle dollar bills?
How Does Memory Work?

There are three components of memory:

1) Encoding
2) Storage
3) Retrieval
Encoding

• Sensory register: We meet someone, hear something, see something, etc.

• It lasts a fraction of a second

• For encoding to work properly, we need to pay attention and have an interest

• Most of what we experience at this stage gets filtered out
What Are We Likely To Remember?

At the sensory register (encoding), we tend to remember information that is:

- Meaningful—your best friend’s birthday, the weather on your wedding day
- Unusual—a person wearing a winter coat in the summer
Storage

Short term memory:

• Has the capacity for seven items, +/- two items
• Lasts approximately 30 seconds

Can be extended by:
• Chunking, which is grouping information
• Repetition, which is repeating information

We transfer information to long term memory by:
• Organizing, associating and making connections
• Using a variety of sensory modes (reading text, watching tutorials, testing yourself, listening to audio)
Long term memory:

- Takes place in many different areas of the brain
- Has infinite capacity
- Information “sticks”
- Strengthened by review of information (formation of new neural pathways)

The brain can form new neural pathways and rewire itself (neuroplasticity) allowing for new memories to be stored in multiple ways
Retrieval

• Accessing stored information

• The stronger and more numerous the neural connections, the easier it is to remember information
Why Do We Forget?

• Information is not meaningful or has no context

• The value for remembering information has become less important due to technology

• Information was not clear

• Information was not consolidated, which is the neurological term involving strengthening of neural pathways through:
  a) review
  b) taking breaks
  c) sleep

• Interference—competing memories or other distractions
How Can We Remember?

Our brain prefers information that is organized, visual and spatial.

We can improve our memory skills by:

• Creating loci, which are memory “palaces”—specific and fixed positions
  Watch a memory champion explain how to use this method:
  [https://www.youtube.com/watch?v=3vlpQHJ09do&vl=en](https://www.youtube.com/watch?v=3vlpQHJ09do&vl=en)

• Intending to remember
  Maintain focus and motivation and use active reading strategies

• Sustaining Interest
  Improve motivation by obtaining background information
How Can We Remember? (Cont’d)

• Using mnemonics (tools that help us retain information)
  a) Chunking (123-456-789)
  b) Acronyms (SCUBA—Self Contained Underwater Breathing Apparatus)
  c) Acrostics—Please Excuse My Dear Aunt Sally
    (Order of Operations—Parenthesis, Exponents, Multiplication, Division, Addition, Subtraction)

• Associating
  a) Connecting information to something you already know
  b) Learn information from general to specific so you can make connections

• Reciting and repeating—to strengthen neural pathways and connections

• Visualizing—TV commercials use this strategy to make information memorable to viewers

• Exercising—can increase cognitive ability by 20%

• Learning something new—creates new neural pathways
  a) Brushing your teeth with your non-dominant hand
  b) Taking a different route home
  c) Learning a new instrument, language or recipe
Practice What You Have Learned

Now how many words can you remember in 30 seconds?

Ball
Tree
Yellow
Table
Cemetery
Hydrogen
Plastic
Picture
Daisy
Laptop
Bank
Lake
Pineapple
Luggage
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Learning is memory that persists. (n.d.). Retrieved from https://students.dartmouth.edu/academic-skills/sites/students_academic_skills.prod/files/students_academic_skills/wysiwyg/retain_information.pdf
