

Memory Systems

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Memory just until recently has always been likened to the computer with its definition being an information processing model where information goes through three distinct stages that are encoding, storage and retrieval. Researchers today have cognitive neuroscience findings that memory has been created through systems collections that work independently (Doerr et al., 2019). Notably, no one side of the brain is only responsible for all memory even though some regions are related to specific memory subsystems. This paper will focus on the types of memory systems and everyday examples.

Sensory Memory

This is a type of memory that allows a person to keep impressions of information that is sensory even after the original stimulation has ended. This type of memory, unlike the short and long term memories, is not involved in functions that are highly cognitive but consciously controlled (Seremetakis, 2019). Its role is to give a representation that is detailed in regards to all our sensory experience where vital pieces of information are removed by short term memory and then managed by the working memory. An everyday example of this type of memory is trying to remember what colour of the sweater the teacher had on immediately he leaves the class.

Short-Term Memory

This type of memory is termed as information that a person is thinking or is aware of at the moment. It is also referred to as active or primary memory. This memory holds only a few items, but they can be removed from short-term to long term memory through different processes such as rehearsal (Baddeley, 2017). A rehearsal example is when a teacher is teaching about numbers verbally, and you have to say them to yourself in repeat until you write it down. If you

get interrupted while rehearsing, you can forget what you were saying because the short term memory was holding the information.

Long -Term Memory

This is the storage of information consciously. Its storage capacity has no limits, unlike the short term memory. It mainly comprises of all the things one can be able to remember that occurred more than just a few minutes ago to all the ones that happened a few days, week and even years ago (Sweller,2016). An everyday example of long-term memory is when a singer remembers every word to a song they wrote over eight years ago during a performance. However, not all long-term memories are strong memories. Some of the memories can just be remembered through a cue.

One can easily recall how to ride a bike or how many continents make up the world but might have difficulties to remember the middle name of a student you were in a class with a year ago. A cue such as that student helped you with homework, or the colour of their hair may help you recall their name (Tsokas et al., 2016). There are different types under long-term memory; Implicit Memory that requires little to no effort at all in recalling, for example, remembering the days of the week. Explicit memory that requires one to use a lot of effort to recall something like a friend's birthday that will be next Friday.

References

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