Seminar in Memory and Cognition-Outline

Student's Name

Course Department, Institution

Course Code, Course Name

Instructor's Name

Date

Title: Memory Retrieval and Distortions

Topic: Forgetting and Remembering

Type of paper: Research proposal

Background and Context

Memory is stored information. When people absorb the information, the neurotransmitters in the brain filter and store the information in either short-term or long-term memory. In taking information from the environment, the brain encodes the data changing it into the required form for the cerebral cortex to store, retain and retrieve the data, as the acetylcholine transmits the required nerve impulses (Eldridge et al. 2000). Forgetting involves the inability of the memory to retrieve the stored information that has been stored in the long-term memory.

According to Eichenbaum, Yonelinas & Ranganath (2007), forgetting is a common part of daily life due to slip in the memory. Sometimes, forgetting can be so dangerous, having serious impacts on individuals. Forgetting and retrieval have been experienced among students of different races, nationalities and ethnic backgrounds. Causes of forgetting among the students have been linked to the improper encoding of the information, motivated forgetting, failure to retrieve the stored information, acquiring the new I formation and brain injury.

Forgetting and remembering have been explained by different theories such as cue-dependent forgetting, interference theory and trace decay theory. According to the interference theory, it is easy to retrieve recent information (transience). Transience happens since all the memories interfere with the ability of others to recall information. The interference happens through retroactive or proactive interference. Cue-dependent forgetting is based on retrieval failure, where information cannot be recalled in the absence of memory cues. Storing information also entails keeping moods and emotions affecting the memory in recollecting bad or good information. Finally, the trace decay theory states that all memory fades with time automatically (Gilboa & Verfaellie, 2010). Individuals are required to follow a specific pathway for retaining the information. If the pathway is not used for a particular time, memory decay will lead to difficulty recalling the information. Therefore, rehearsal is essential to help retrieve the stored information.

Rationale for Study

There has been information that college students forget information faster than expected. This has greatly impacted their performance, making most of them fail and retake their units. There is a need to conduct research and identify possible reasons college learners forget the received information and fail to remember during the examinations. The research will identify possible reasons for memory failure retrieval and provide possible solutions to the problem hence increasing the learners' performance. The research will be controlled by the following research questions:

a) What are the factors promoting forgetting and remembering amongst college students?
b) What is the impact of forgetting on the performance of college students?
c) How can forgetting amongst the students be discouraged and retrieval of information reinforced among the college students?

Hypothesis

H1: Forgetting is mainly due to improper encoding of the information, motivated remembering and failure to retrieve information

H2: If the information is not stored in long-term memory, forgetting is encouraged, retrieval is discouraged, and the students fail the examinations.

H3: Rehearsal is critical in remembering information and reinforcing retrieval of memory.

Methods

The research will entail a systematic review of existing literature and data to provide evidence for the study. Previous articles on forgetting and remembering amongst college students will be reviewed. To have valid information, an article with twenty years will be preferred. The information collected will be analyzed and tabulated, revealing the causes of forgetting and remembering among students and the impact of forgetting on the performance of high college students. While collecting the information, theories on forgetting and remembering will be included to help in comparing the data with the current college students. Several articles will be reviewed to enhance the validity and reliability of the information collected. Therefore, the information collected will be secondary, and any improvement on the data will be appreciated.

Expected Results

Forgetting and remembering making college students is caused by improper encoding, failure to retrieve information, motivated forgetting and transience. The major cause of forgetting is expected to be improper encoding, where the information obtained is not stored in the long-term memory hence not easily retrieved during examinations. The working memory receives most of the information, which is forgotten within 20 seconds. Failure to retrieve encoded information impacts negatively on the performance of the students. They fail to meet the required educational points leading to retaking of the courses. To enhance remember, students must rehearse the received information and store it in long-term memory, creating a trace path for the data.

References

Eichenbaum, H., Yonelinas, A. P., & Ranganath, C. (2007). The medial temporal lobe and recognition memory. Annual Review of Neuroscience, 30, 123–152.

Eldridge, L.L. et al. (2000). Remembering episodes: a selective role for the hippocampus during retrieval. Nature Neuroscience, 3, 1149-1152.

Gilboa, A. & Verfaellie, M. (2010). Introduction – Telling it like it isn't: The cognitive neuroscience of confabulation. Journal of the International Neuropsychological Society, 16, 961-966.