**Retention of Memory**

**Abstract:**

This experiment was performed to examine the retention of memory effect. In this practical, a subject was selected who did not know about the experiment. The subject was given to read a set of words for a time frame of 2 minutes. After this, the subject was asked to recall that words. The results showed that words which are related to each other could be better recalled. The independent variable is environment in which subjects were placed and dependent variable was memory retention of group members.

**Introduction:**

Memory retention is when a person can recall or retain experiences based on the mental process of recognition or retention of information. The experiment analyzed the memory retention of students and teachers in a two minute time frame. It dealt with the number of words that students and teachers could remember from a selected paragraph. In another experiment found, for instance, Richard E. Mayer conducted an experiment using students who are viewing a computer screen that had animations of the process of lightning formation or the operation of a car's braking system. In the experiment students had to describe the major steps in the car’s braking process, or we using matching the words in the lighting formation. The conclusion of the experiment results in those students was that they could relate pictures more easily than the use of words. In most experiments of memory retention the results are that pictures or words can be easily relating to other words have close meaning to the word, people have found that to be helpful in experiments dealing with memory retention. In this experiment, the experimenters tested the notion that if noise level is related to memory retention, then the memory retention will be better in the library. The cafeteria environment is bustling, busy, and loud versus the quiet environment of the library. The independent variables are the environments in which the students are placed. The dependent variable in this experiment is the memory retention of the students. This experiment will prove how much information the brain can retain in different environments of noise. The aim of Godden and Baddeley’s research was to examine the association between learning and retrieval environments (Cardwell, Clark, and Meldrum, 2008:11). In order to carry out their experiment, Godden and Baddeley decided to enlist eighteen participants who were divers in Oban, Scotland (Cardwell, Clark, and Meldrum, 2008:11). Furthermore, the divers were instructed to learn a list of forty distinct words on land or, fifteen feet under water (Cardwell, Clark, and Meldrum, 2008:11). They were then asked to recall these words in a different location or in the same location (Cardwell, Clark, and Meldrum, 2008:11). Specifically, half of the divers were directed to a different location when the time came for memory recollection, while the other half remain in the same environment for memory recollection (Cardwell, Clark, and Meldrum, 2008:11). When partaking in Godden and Baddeley’s experiment, the list of 40 words were revealed to participants in groups –this allowed the divers to assume a relaxed/comfortable breathing rate in order to assure that the participants faced no obstacles when learning (Godden & Baddeley, 1975). Additionally, each the list of words was revealed in blocks of three, and, the words were spaced at two second intervals (Godden & Baddeley, 1975).

**Types of recall:**

**Free recall:**

Without arrangement

**Serial recall:**

Arrangement

**Cued/associated recall:**

The recall with associated with one thing to another

**Method:**

* **Type of Practical:** Experimental
* **Design of Practical:** Repeated measures

**Independent Variable:** Environment in which subjects are placed.

**Dependent variable:** Memory retention of the subjects.

**Experimental Hypothesis:** Known effect directly influence the time of recall.

**Null Hypothesis:** Unknown effect directly influence the time of recall.

**Subject:**

**Name** S.F.

**Age**  20

**Gender**  Female

**Education**  BA

**Apparatus:**

* Page
* Pencil
* Stopwatch

**Procedure:**

1. First of all examiner gave the instruction to the subject about the experiment.
2. The examiner gave the list of the words.
3. The subject seated comfortably.
4. The examiner asked them to remember all the words.
5. After that examiner asked them to recall all the words.
6. Examiner noticed that the known words recall more easily than the unknown words.

**Result:**

Hence be proved through this experiment that the known words are directly effects the influences of time recall.

**Conclusion:**

There are many ways of classifying the human mind and its ability to retain information. One of the most often used classifications are based on the duration of memory retention, specifically the sensory, short term and long term memory. Short term memory refers to the recent memory, and is usually only held for a very short period of time. A common example would be when you meet many new people, cursorily introduced at a party. Long term memory, on the other hand, can be thought of as a database where all the information that you have learnt is kept. Sensory memory is conveyed through your senses of sight and sound, where you keep these “images" in your mind.

Having sufficient sleep is a necessity to improving your memory. Studies have shown that the sensory memory is able to be more firmly embedded in the long term memory when there is adequate sleep. Research has also shown that facts and other information are also able to be retained and recalled with greater ease when paired with sleep. This has been attributed to the fact that sleep strengthens the memories and causes them to be less vulnerable to environmental interference.

The human mind is a complex element of our cognitive abilities, and memories can be either verbal or non-verbal. There are many techniques for retaining information. These include organization of information through meaning, where associations between new information is received and linked with information already stored in the long term memory. Other forms of such memory retention techniques include visual organization, by linking information to visual images, and organizing through similarities, where similar concepts or objects are grouped together based on certain characteristics.

Mnemonic devices are another often employed tool in memory retention. The use of acronyms is common, especially in branding, where sequence of words is easily recalled based on the first letter of each word in the list being used to form a single, new word. Acrostics are commonly used as well, when the list of words is required to be learnt in a specific order.

**Reference**

<https://www.researchgate.net/publication/267991109_The_Cognitive_Theory_of_Multimedia_Learning>

<https://pyschologyexperiment.weebly.com/>