

The Research for Learning and Retention:

Studies conducted by Hermann Ebbinghaus on memory produced the forgetting curve that showed that approximately 70% of learned material that has no previous association or meaning for the student is forgotten within three days. (Wolfe, 2001)

Robert Sylwester (1995) describes context and emotion as key factors influencing memory. “A memory is a neural representation of an object or event that occurs in a specific context, and emotionally important contexts can create powerful memories. When objects and events are registered by several senses, they can be stored in several interrelated memory networks. A memory stored in this way becomes more accessible and powerful than a memory stored in just one sensory area, because each sensory memory checks and extends the other.” (p.96)

Eric Jensen (1998) reports on the work of researchers who have found that memory and retrieval are inseparable. “Memory is determined by what kind of retrieval process is activated. The number one way to elicit or trigger recall is by association.” (p.102)

Patricia Wolfe (2001) supports Jensen: “One of the most effective ways to make information meaningful is to associate or compare the new concept with the known concept, to hook the unfamiliar with something familiar.” (p. 104)

“It’s not enough to do your best; you must know what to do and THEN do your best.” – W.E. Deming

Jensen, E. (1998) *Teaching with the Brain in Mind*. Association for Curriculum and Development. Alexandria, VA.

Sylwester, R. (1995) *A celebration of neurons*. Association for Curriculum and Development. Alexandria, VA.

Wolfe, P. (2001) *Brain Matters*. Association for Curriculum and Development. Alexandria, VA.