|  |
| --- |
| Color is a part of everyday life. We see it everywhere we go. From our very own bedrooms, to the classroom; from the environment to our clothes and accessories. Everywhere we go, color goes with us. The human eye can see at least 7 million colors. The colors we see can affect our perceptions of the world. We all know that color can affect our moods and our personalities, but can it also affect our memory? Does it really matter what color of paper we take our notes on? Why do we highlight notes and vocabulary definitions when we are studying for a big Biology or History exam? Why? Well, before we get into color, let�s go over some background information first. What exactly is memory? Memory is the retention of, and ability to recall, information, personal experiences, procedures, skills and habits (Skeptics Dictionary). There are three distinguished types of memory, and those are sematic, procedural, and episodic memories. Semantic memory contains conceptual and factual knowledge; it is word based memory: names,facts, figures, and traditional book learning. It requires strong motivation on the part of the learner. We use our sematic memory when we are studying for exams or quizzes, or some other situation where we need to memorize definition or facts. Procedural memory, on the other hand, allows us to learn new skills and acquire habits; it is motor memory orbody learning. Many students often remember hands-on learning best. Some skills, such as driving a car, can only by learned by doing. Episodic memory however, allows us to recall personal incidents that uniquely define our lives, suchas the first time we drove a car, our first boyfriend or girlfriend, the first kiss or even the most embarrassing moment of our life**.** It has unlimited capacity, forms quickly and requires no practice. It is enhanced by sensory input: sights, sounds, smells, and movement. Episodic recall is often triggered by contextual cues such as location and emotions. Reflexive Memory is also a key component of memory. It is full of automatic, instant associations. It has been referred to as the hot stove effect. Reflexive learning is the goal when using flashcards to teach oneself math facts, vocabulary words or definitions.    ([Intro1](http://docs.google.com/introduction.html))([Intro2](http://docs.google.com/intro2.html))([Intro3](http://docs.google.com/intro3.html))([Intro4](http://docs.google.com/intro4.html))  [[Home](http://docs.google.com/home.html)][[Introduction](http://docs.google.com/introduction.html)][[Hypothesis](http://docs.google.com/hypothesis.html)][[Procedure](http://docs.google.com/procedure.html)][[Data](http://docs.google.com/data.html)][[Conclusions](http://docs.google.com/conclusions.html)][[Bilio/Links](http://docs.google.com/biblio.html)]  [[2002 Projects](http://docs.google.com/AP2002/index.html)][[2001 Projects](http://docs.google.com/index.html)][[2000 Projects](http://docs.google.com/AP2000/index.html)][[1999 Projects](http://docs.google.com/AP99/index.html)][[1998 Projects](http://docs.google.com/AP98/index.html)] |