“Thinking About Thinking”

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93832 CMNS 101 Fundamentals of Communication

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**Outline**

**Title:** “Thinking About Thinking “.

**Topic:** How to improve a memorization.

**General Purpose:** To inform audience about cognitive science.

**Specific Purpose:** After listening my speech, the audience will know how to use the technique for organizing process of learning.

**Speech Outline:**

1. **Introduction**
2. **Attention Getter**
3. Today I would like to speak about learning process…
4. **Thesis**
5. We all can organize our study more efficient, three steps process can make learning more efficient.
6. **Body**

**A.**

**B.**

**C.**

1. **Conclusion (Transition Statement)**
2. **Summary**
3. **Clinch**
4. **Works Cited**
5. **Introduction**
6. **Attention Getter**

Cognitive science, neurobiology, educational psychology, all this words represents the branches of science that studied process of learning. We were expected to learn, but rarely taught to learn. Based on the latest research learning takes a lot more than text on page. Do you know what turn your brain **ON**?

Usually our brain is **OFF**. There is no reason to save a boring thing. Inside each brane exist the “NOT IMPORTANT” filter. All routine, ordinary, normal things are sorted for garbage.

How do we study. Average student does sheer repetition. Everybody knows that it is possible to learn and remember even the dullest of topics if you keep pounding the same things in to your brain. Whit enough repetitions your brain says, “OK, this information does not feel important to me (your brain) (remember, we are speaking about intrapersonal communication between you and your brain), but because you are pouching me looking over and over and over at the same thing, to avoid this self-torture with boring, I will hold it in memory.”

How does your brain know, what is important? The answer is simple: everything that represent potential danger or reward in your life.

Suppose you’re out for a day in Baltimore and there is a tiger jumps in front of you. Suppose tiger escape the Zoo. Neurons fire. Emotions crank up. Chemical surge. And that how your brain knows…

This must be important! Do not Forget it!

Now imagine you’re at home, or in the library. It is safe, warm, tiger free zone. You studying to get ready for exam. Your brain does not want spent limited resources of memory on this dull information. This information on the emotional Richter scale equal to zero attitude. And the battle of repetition begins.

How to tell your brain, “Hello body! No matter how dull this is I want you to remember this information”. This is a million-dollar question.

1. **Thesis** We all can well organized our study, three steps process can make learning more efficient.

There is some technic to facilitate process of memorization.

1. Use pictures. Converting text to visual causes your brain to try to make sense of how the picture relate to the worlds. This causes more neuron to fire. More neurons firing helps your brain to decide that this is something worth to pay attention to, and possibly recording.
2. Try to represent the same context in multiple ways. Try to find a couple of different opinions or examples about this context. Create something related to the context, as questions, exercise.
3. Make the important information that you need to memorize the last thing you read before bed. The transfer from the short term memory to the long term memory happens after you put the book down. Your brain need some time to process the information. Do not put in something new during that processing time, some of what you just learned will be lost.
4. Drink water. Have a good sleep. Eat a diverse product as fish and rice, do not it a lot of white bread or sugar. Reduce unrelated stress.