Assignment 1.1

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1. In this scenario, the students are likely being given more information than they can process in their working memories at one time. Because working memory has a limited capacity, the material that students learn first is replaced by later material before the students have a chance to engage with the material and encode it into long-term memory. So when the students take the quiz, they are not able to recall the material they were presented with, because they have not encoded it, they have forgotten the material instead.
2. I think the issue in this scenario is that the material is not formatted in the best way for students to learn. Because the concepts come before the terminology, the students probably did not understand a lot of the conceptual material, making it difficult to link the concepts to recalled long-term memories, which in turn makes it difficult for the students to encode the information. If the same material were recognized so that a few terms and concepts were presented together, and students discussed and applied those concepts before moving to the next set of terms and concepts, the students would likely be able to encode the information more easily, due to both chunking of the material, and less concepts in working memory at one time.
3. I think there are potentially two related explanations for this scenario. The first explanation is that while students remembered material up to the midterm, they may not have been motivated to remember the material, or they may have encoded the material for a short period of time before forgetting it to learn new material, without true encoding in the long-term memory. The second explanation could be that students are having difficulty recalling previous material, because the connections between the current material and previous material are not as explicit as they need to be. In that case, even if students have long-term encoding and solid understanding of the first half of the material, they may not be able to apply it in the context of the new material. In either case, one solution could be for the instructor to better integrate the material together, and have students practice recalling and connecting multiple previously-learned topics together throughout the semester.