

UNIT 6: RESEARCH TOPICS IN MY FIELD

LESSON 1: LEARN AND REMEMBER

Lesson aims:

- Understand advice about how to remember things
- Understand a reading about an infographic
- Understand a simple talk by a professor
- Write a short summary containing read and heard input
- Answer questions about a bibliography

Lead-in

1. Study the following words for 1 minute.

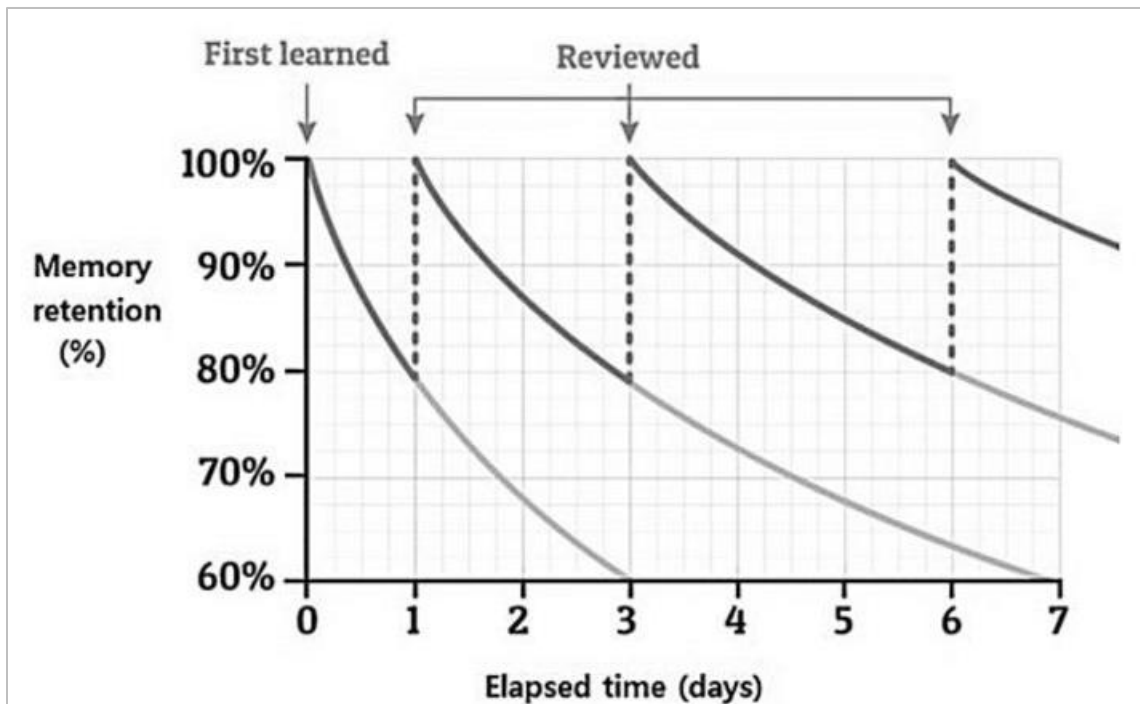


2. Cover the words and make a list of the words you remember.

Speaking

1. What strategies or techniques helped you to remember the words?

Reading



Source: Cunska, A. (2020). Effective Learning Strategies and Artificial Intelligence (AI) Support for Accelerated Math Acquisition. In P. Besedová, N. Heinrichová, & J. Ondráková (Eds.), *ICEEPSY 2020: Education and Educational Psychology*, vol 1. European Proceedings of International Conference on Education and Educational Psychology (pp. 118-129). European Publisher. <https://doi.org/10.15405/epicepsy.20111.11>

1. Before reading. Look at the graph above. Work with a partner and answer the following questions.

a) What does the vertical axis show?

.....

b) What does the horizontal axis show?

.....

c) What do the lines show?

.....

d) What is the topic of this graph?

.....

2. Look at the title of the text below. Mark the ideas the text will develop.

- | | |
|--------------------------|--|
| ☐ | How forgetting happens |
| ☐ | How amnesia happens |
| ☐ | How revising information helps its retention |
| ☐ | How drugs affect memory |
| ☐ | How time affects memory |

3. Check the text to see if your predictions were true.

The Forgetting Curve

You would remember everything you've ever learned, if the forgetting curve did not exist. This makes the forgetting curve the enemy of learning and development. Understanding how the curve works can help you to take action and prevent yourself from forgetting new skills or information. Yet, what exactly is it, and how does it work?

In 1885, Hermann Ebbinghaus studied his own memory. He wanted to know how quickly he forgot new information. He gave himself tests after different periods of time to see how much he forgot each time. The result is called The Forgetting Curve. His results showed that we forget the fastest in the first 24 hours. Then we forget more and more but the speed slows down over time. As time passes, we forget, but not so fast. After about six days, we have forgotten most of the new information. If we revise the information, we make the memory stronger and we slow down the speed of forgetting. If we revise again and again, we can leave longer and longer periods of time between revisions. Time is not the only thing that makes us forget something. If we are tired or under stress, we forget faster. If the information was difficult to understand we forget it faster too, but things that are very important or meaningful to us are easier to remember. If we are more interested, we can remember more.

In conclusion, the memory curve shows how we lose information over time if we don't try to retain it. Therefore, understanding this model helps us to combat and conquer memory decay.

4. Read the article on the forgetting curve. What is the significance of these items in the text?

	Write your answer here:
1885	
Hermann Ebbinghaus	
24 hours	
six days	

5. Mark the statements as “good for memory” or “causes forgetting”, according to the text.

	Good for memory	Causes forgetting
a) revise information		
b) time		
c) something is meaningful		
d) difficult information		

6. Work with a partner. Look at the graph and the text and answer these questions.

a) How do you define the first curve in the graph?

.....

b) What are the curves called “reviewed” showing?

.....

Speaking

1. Work with a partner. A classmate you know has a lot of difficulties with remembering what he / she studies. Give this classmate some advice to help him / her remember. Explain why he / she should do this.

Listening 1

1. Listen to these words. Match them to their Spanish equivalents here.

- | | |
|----------------|------------------------|
| 1. criticism | a. teorías |
| 2. vaccination | b. tontera, sinsentido |
| 3. robust | c. evento |
| 4. nonsense | d. vacunación |
| 5. syllable | e. crítica |
| 6. theories | f. sílaba |
| 7. event | g. robusto |

Listening 2

1. Listen to part of a lecture on Ebbinghaus’s forgetting curve. Fill in the missing words in the notes as you listen.

Notes on the lecture

- Date of Forgetting Curve creation:
- Aboutyears ago.
- 1st criticism of Ebbinghaus:
- Defense of Ebbinghaus:
- 2nd criticism of Ebbinghaus:
- Defense of Ebbinghaus:
- Final big idea:

Critical Thinking

1. Here is a bibliography of sources for an article about Ebbinghaus's forgetting curve. Look over this bibliography and answer the questions about it.

References

- Arkowitz, Hal, and Scott O. Lilienfeld. "Why Science Tells Us Not to Rely on Eyewitness Accounts." *Scientific American*, 20 Feb. 2024,
www.scientificamerican.com/article/do-the-eyes-have-it
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- Baddeley, Alan D. *Essentials of Human Memory*. Psychology Press, 1999.
- Bremer, Rod. *The Manual – A Guide to the Ultimate Study Method*. Fons Sapientiae Publishing, 2011.
- "Forgetting Curve". *Training Industry*, 27 Mar. 2024,
www.trainingindustry.com/wiki/entries/forgetting-curve.aspx.
- Loftus, Geoffrey R. "Evaluating forgetting curves". *Journal of Experimental Psychology: Learning, Memory, and Cognition*, vol. 11, Apr. 1985, pp. 397–406.

Schacter, Daniel L. *The Seven Sins of Memory: How the Mind Forgets and Remembers*. Houghton Mifflin, 2001.

Sonnad, Nikhil. “You Probably Won’t Remember This, but the ‘Forgetting Curve’ Theory Explains Why Learning Is Hard”. *Quartz*, 20 July 2022, <https://qz.com/1213768/the-forgetting-curve-explains-why-humans-struggle-to-memorize>

- a) How many references are there in this bibliography?
.....
- b) How many websites are on this list?
.....
- c) In what year did Daniel L. Schachter write his book?
.....
- d) In what journal can you find the article “The form of the forgetting curve and the fate of memories”?
.....
- e) What pages are Geoffrey R. Loftus’s article on?
.....
- f) How many people wrote “The form of the forgetting curve and the fate of memories”?
.....

Final Lesson Task

1. Write a summary of what you know about Ebbinghaus’s Forgetting Curve. Write:

- 1 sentence as an introduction to the topic
- 2 sentences about the information in the reading
- 2 sentences about information in the listening
- 1 sentence as a conclusion to the topic –Mention how the listening information connects to the reading information.

70 – 100 words

Exit Ticket

Can you do these things?

	I can understand advice about how to remember things.	1	
	I can understand a reading about an infographic.	2	
	I can understand a professor's lecture related to the reading.	3	
	I can write a short summary containing information from a reading and a listening source.	4	
	I can answer questions about a bibliography.	5	

My Top 5 Words from this lesson:

Homework: Self-study

[90 minutes per week]



Transcripts

Listening 2 – Transcript

Ebbinghaus first created his Forgetting Curve in 1885. That's about 140 years ago. There were criticisms then and there are criticisms now. What are these criticisms?

First of all, Ebbinghaus only experimented on himself. He didn't work with other people. In his time, it was common to experiment on oneself. For example, vaccination was discovered because of self-experimentation. However, in recent years, researchers have replicated this experiment and confirmed the results with many people. It is robust science.

The second fact is that Ebbinghaus documented memory of information by using nonsense or invented syllables. He used invented syllables such as "dax, bok, yat". A big criticism of using these nonsense syllables is that they have no emotional connection for a person. Some learning theories say people learn and remember when they feel an emotional connection or motivation. In fact, Ebbinghaus considered this. It was difficult to control the variables of the experiment, but he replicated his results with parts of a poem he loved.

In the end, Ebbinghaus's Forgetting Curve stands. Maybe, learning is a process, not an event. We should remember this.