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Memory is “blossoming” when students are networking

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Recently Baylor University has published that students would recall the information received better, if they could re-tell it to other people immediately (1-3). Youngsters are able to restore the details longer and more precisely, and this outcomes of experimental study may be effectively used during test time, say a Baylor University researchers. So the information may be generated and analysed in such re-tellings rather than being accumulated while simple re-readings or re-brouings of class notes, textbooks as revising the data or slides on past lectures again later, according to Dr. Melanie Sekeres, Ph.D, the lead of this striking study, published in “Learning & Memory” journal.

Dr. Sekeres emphasizes that the brain is adaptive, and people remember the important things, for the most part, and forget unimportant details. However, accurate memory in certain situations of giving eyewitness testimonies or taking tests may be evoked by details and context. This accurate memory’s capacity may have hereditary roots, genetic predispositions and ethnic peculiarities. Dr. Sekeres stresses that techniques used in this study could be implied also for memory reactivation. Further research based on functional magnetic resonance imaging (fMRI) would be directed towards the effects of cuing and active retrieval over greater periods (months or years), and ration of core and peripheral details with age. This study was supported by a grant from the Canadian Institutes of Health Research in partnerships with the University of Toronto and the Rotman Research Institute at Baycrest, a Canadian research hospital.