

University of Groningen

Making the most of human memory

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Stellinging

1. By taking individual differences in the ability to acquire and retain new information into account, repetition schedules for facts can be tailored towards individual learners, yielding better learning outcomes.
2. Adapting to individual learners is best done by employing computerized learning environments, which allow easy online tracking of performance measures.
3. Computerized learning systems can incorporate effective techniques (such as spacing and testing) and help learners to use their study time efficiently.
4. Learners forget different materials at different rates but their rate of forgetting within one type of material tends to be stable over time.
5. A learner's estimated rate of forgetting is not equivalent to established measures of cognitive functioning and can serve as a useful individual differences measure.
6. Meta-cognitive judgments of learning are biased. A model's estimate of current and future performance could circumvent such biases.
7. Pre-cautionary articulatory suppression is unnecessary in visual change detection experiments that briefly present abstract visual stimuli.
8. "If it is true that we can ever come to know another human being, even to a small degree, it is only to the extent that he is willing to make himself known." (*The Invention of Solitude*, Paul Auster)