Encoding is aligned with leadership. Organization is included and helps students see the big picture, which helps them place knowledge into their long term memory.

 Rehearsal is lined up with managerial aspects. Rehearsal isn’t always fun, but it is needed for understanding and to find purpose. Practicing and repeating new skills helps new knowledge become acquired skills in long term memory. So, when in the rehearsal stage of learning, knowledge starts in short term memory with the whole goal and point of rehearsal being moving that information to long term memory.

Teaching students to “overlearn” helps them to reuse things that they have already learned in order to master the concepts. By doing this, students are carrying their new knowledge to more new concepts and this helps them to see how concepts and knowledge overlaps. This also helps them move information from long term memory to short term memory.

Factors that Inhibit the Learning Process:

* Repression- Placing a thought or something that bothers you in an unconscious part of your mind, to make it seem as if it doesn’t exist to bother you anymore
* Denial- Refusing to accept reality. Helps stressful thoughts to be refrained from memory
* Compensation- Finding strength in another area to make up for weaknesses in the stressing area
* Projection- Blaming someone else
* Rationalization- Trying to justify unacceptable actions
* Reaction formation- Faking the opposite belief of the true belief because the actual belief causes stress or anxiety
* Fantasy- Daydreams about things students would rather be doing, rather than being in their current class or situation
* Displacement- An unconscious shift of emotion or desire from the issue or problem to something less threatening