

The Role of Memory-Based Cognitive Strategies in Enhancing Academic Achievement among University Students of Heritage Studies

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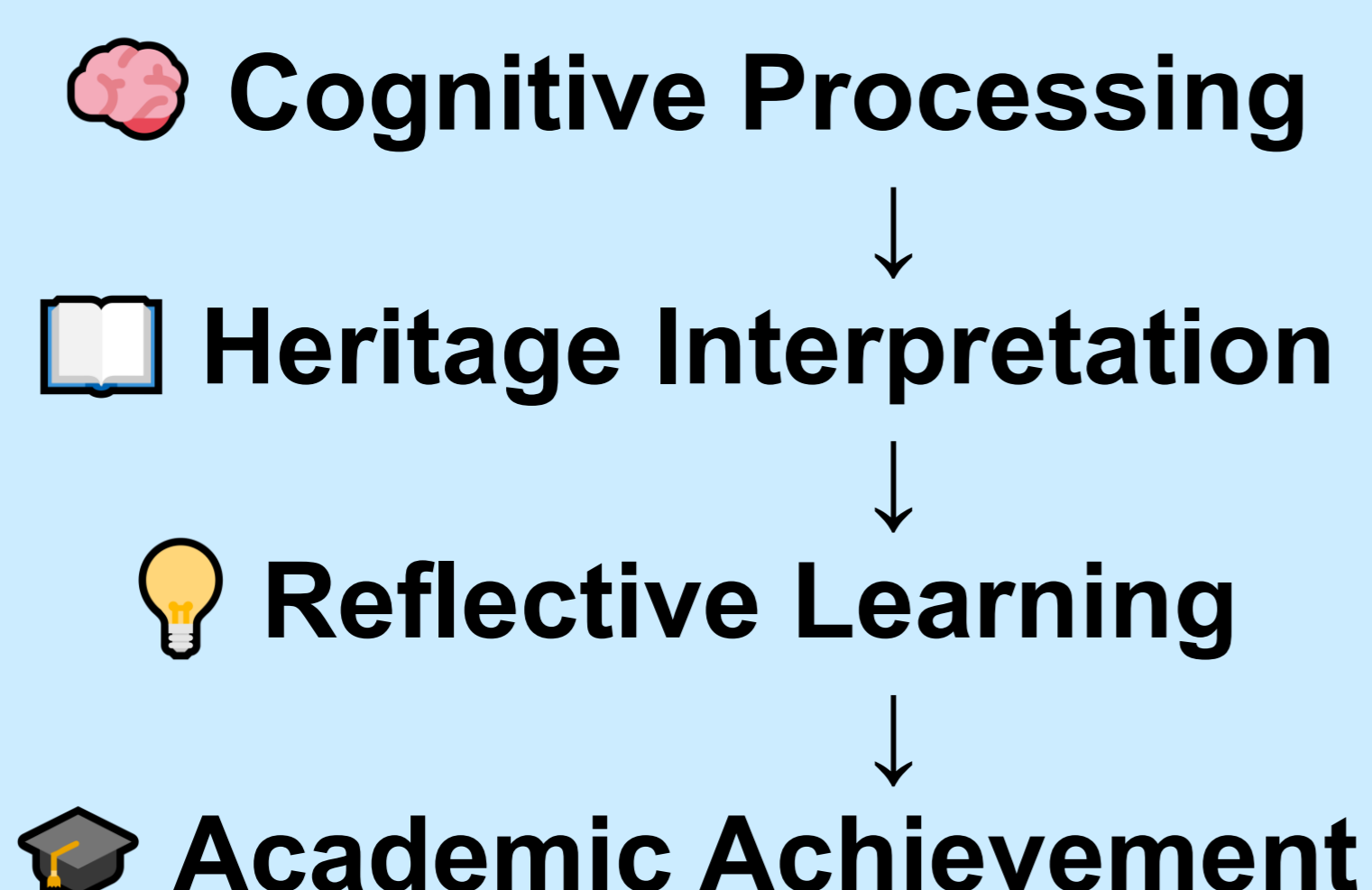
INTRODUCTION & AIM

Higher education requires students to process, organize, and retain complex disciplinary knowledge. In heritage education, learners engage with historical interpretation, cultural memory, and symbolic meanings across time. This study investigates how memory-based cognitive strategies can enhance academic achievement and strengthen students' engagement with heritage curricula.

METHOD

This study adopts a descriptive and analytical educational approach based on cognitive learning theory. It examines how memory processes—encoding, organization, storage, and retrieval—support learning in heritage studies. Particular attention is given to elaborative encoding, retrieval practice, meaningful association, and structured content organization.

EDUCATIONAL IMPACT



RESULTS & DISCUSSION

The findings indicate that memory-based cognitive strategies significantly improve comprehension, retention, and academic engagement in heritage education. These strategies help learners connect historical contexts and cultural meanings more effectively while promoting reflective and learner-centered learning practices.

Encoding & Retrieval Strategies

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Cognitive Processing of Heritage Knowledge

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Meaningful and Reflective Learning

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Long-Term Knowledge Retention

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Enhanced Academic Performance

CONCLUSION

Integrating memory-based cognitive strategies into heritage education contributes to deeper understanding, improved academic achievement, and more effective learner-centered teaching practices in higher education.

Cognitive Strategies

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 Heritage Knowledge Engagement

↓
 Enhanced Academic Achievement

FUTURE WORK / REFERENCES

Future Work

Future research may explore the application of memory-based cognitive strategies in digital heritage learning environments and AI-supported educational contexts.

References

Baddeley, A. (1997). *Human Memory: Theory and Practice*.
Mayer, R. E. (2014). *The Cambridge Handbook of Multimedia Learning*.