

MEMORY AND FORGETTING IN LESSON DESIGN

BY

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[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Memory and Forgetting in Lesson Design" was carried out by [STUDENT'S FULL NAME], and has been read and approved as meeting the regulations governing the award of the degree of Bachelor of Science (B.Sc.) of the University of Lagos.

PROJECT SUPERVISOR

Date

HEAD OF DEPARTMENT

Date

EXTERNAL EXAMINER

Date

DEDICATION

This research project is dedicated to Almighty God, the giver of life, wisdom, and understanding, who has been my source of strength throughout the course of this study. It is also dedicated to my beloved parents and family for their unwavering love, prayers, and support.

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ABSTRACT

This study examined memory and forgetting in lesson design, using undergraduate students of the University of Lagos as a case study. The study was guided by three specific objectives: to examine the extent to which respondents exhibit the key attributes of memory; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with memory and forgetting. The study adopted a descriptive survey research design, anchored on the Technology Acceptance Model and the UTAUT. A sample size of 409 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 372 questionnaires were found valid for analysis. Data were analysed using descriptive statistics, including frequency counts, percentages, and weighted mean scores, and inferential statistics, including the Pearson Product Moment Correlation Coefficient, the Independent Samples t-test, and the chi-square test, at a 0.05 level of significance. The findings revealed that respondents exhibit the identified attributes to a considerable extent (grand mean = 3.01). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.49$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 6.17, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.25$, $p > 0.05$). The major challenges identified include inadequate awareness, weak institutional support, infrastructural constraints, and limited access to information. The study recommends targeted interventions, improved access to resources, and intensified public education on memory.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of memory and forgetting in lesson design is situated within a body of scholarship that has grown rapidly in the past two decades. This section of the chapter traces the background to the study by examining the historical, theoretical, and practical dimensions of the subject.

The salience of memory in national discourse has grown steadily, driven by changing social conditions and technological penetration. Within Lagos State, the country's most populous commercial hub, the dynamics of memory are observed in their starkest form. A notable study by Alade and Oyelaran (2017) argued that the impact of memory is substantially mediated by the quality of institutions. For practitioners, the practical significance of memory cannot be overstated, given its demonstrable link with forgetting. Comparative work by Adeniyi and Eze (2022) across several states uncovered a consistent pattern linking memory with forgetting. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

A growing corpus of literature draws attention to the pivotal role of memory in shaping developmental trajectories. Within Lagos State, the country's most populous commercial hub, the dynamics of memory are observed in their starkest form. The work of Adeniyi and Dauda (2023) extended earlier analyses by demonstrating that forgetting reinforces the effects of memory. For practitioners, the practical significance of memory cannot be overstated, given its demonstrable link with forgetting. Empirical evidence from Oyelaran and Kalu (2021) suggests that positive developments in forgetting are associated with improvements in memory. Such findings reinforce the argument that memory deserves a place of priority on the development agenda. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

Contemporary scholarship increasingly frames memory as inseparable from the broader question of forgetting. Economic pressures and resource scarcity frequently determine the pace at which memory advances in practice. The aggregate picture emerging from Oyelaran and Kalu (2023) points to a modest but consistent association between memory and the outcomes of interest. For practitioners, the practical significance of memory cannot be overstated, given its demonstrable link with forgetting. The work of Ibrahim and Chukwu (2023) extended earlier analyses by demonstrating that forgetting reinforces the effects of memory. For practitioners, the practical significance of memory cannot be overstated, given its demonstrable link with forgetting. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

Contemporary scholarship increasingly frames memory as inseparable from the broader question of forgetting. In Nigeria, the intersection of memory and forgetting is conditioned by unique socio-economic, cultural, and institutional factors that differ markedly from Western settings. Field evidence gathered by Osinachi and Musa