Memory

General Suggestions

I. Motivation helps memory. If you intend to remember something you probably will.
   
   A. Why is the information important to you personally?
   B. Why is the information important to the course?

II. Know what to put into your memory - important facts and ideas and their sources:
   
   A. Syllabus or handouts
   B. Lecture notes - quizzes
   C. Topic headings
   D. Chapter objectives
   E. Chapter summaries
   F. Author’s questions

III. Start programming your memory when you first start to read, rather than immediately before a test.
   
   A. Proceed paragraph by paragraph.
   B. Use reference books.
   C. Ask for help when you are confused.
   D. Get an easier book about the same subject.
   E. Go from the general to the more specific.
   F. Use notes.

IV. Follow an organized study schedule.
   
   A. Minimize interference
      1. Don’t study similar topics one after the other.
      2. Study different subjects in different rooms.
      3. Take breaks.
   B. Overlearn - keep reviewing after you think you have learned the material.

Memory Devices

Memory devices are not a substitute for careful listening, reading, note-taking and reviewing. They do not replace principles of learning; they use them.

I. Association is the connection of feelings, facts or ideas.
   
   A. Use Content Association to make connections between facts and ideas based on their content.
      1. Begin with the major topic (causes of W.W.I.)
2. Ask yourself specific questions - who, what, when, where, why, and how.

B. Use **Chaining Association** to link each fact or idea to the one before it by a mental picture.

1. Link the topic to the first item (Shakespeare's plays to the purchase of a spear in a sporting goods store).
2. Use mental pictures that are vivid - even outrageous (a luxurious outhouse with a crown above the door--King John).
3. Make a story/sequence of the pictures.

C. Use rhyming association to link each fact or idea to the number of its order.

1. Memorize the key rhyming words (“one” rhymes with “bun,” “two” rhymes with “shoe,” and “three” rhymes with “tree.”)
2. Use a vivid mental picture to link the rhyming word with the word to be remembered. (George Washington, our 1st president, eating a huge sesame-seeded bun at McDonald’s).
3. Don't try to make a sequence of the pictures.

II. An acronym is a word formed from the first (or first few) letters of several words.

A. Coined word acronyms - each letter represents one word to be remembered.

   Ex: HOMES = the Great Lakes
       ROY G. BIV = the colors of the spectrum

B. Sentence acronyms - the first letters of the words in a sentence are the same as the first letters of the words to be remembered.

   Ex: "On old Olympus/towering tops, A Finn and German viewed some hops." = Names of 12 cranial nerves

III. Other Devices

A. Rhyme: I before E except after C

B. Rhythm: M, I, crooked letter, crooked letter, etc. (Mississippi)

C. Grouping:
   1. Social security numbers
   2. Telephone numbers
D. Method of places

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1. Draw a grid and place a separate word, idea, formula, etc. in each space.
2. Copy the terms, formulas, etc. you want to remember on sheets of white paper and tape them to the walls of the room in which you spend the most time.