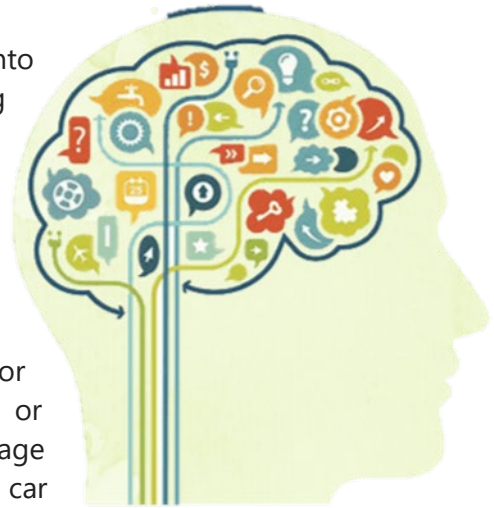


Improving Memory and Retention

Creating a study schedule and using active learning strategies can significantly improve your memory. The following are other proven memory retention strategies linked to academic success:

- **Make the information meaningful** – To remember new information, mentally summarize the information just learned in your own words. If you are unable to do this, it is a strong sign that you do not fully comprehend the concept you're attempting to learn—and consequently will have difficulty recalling it for future use.
- **Organize the information** – Organizing information into logical categories is one of the most effective ways of improving recall and memory. For example,
 - If trying to memorize vocabulary for a foreign language class, classify words together that have similar meanings or that fall under similar categories. Organized information is much easier to retain than random information.
 - Chunking" is another organizational strategy for memorizing information. Chunk history by events or periods when events occurred. Chunk foreign language vocabulary into functional groups like items in a house, car parts, or body parts.
- **Visualization to improve memory** – Visualization is one strategy that can be used to remember information that's been read in a textbook or spoken during a lecture. This strategy is especially useful when studying abstract or confusing subjects. To apply this strategy, create images in the mind that relate to, or have similarities to, the abstract concept. Visualization is particularly effective for memorizing systems, cycles, and processes. Visualization allows the creation of vivid, meaningful, and memorable concepts that allow information recollection. Can also use maps, charts, graphs, and pictures to help visualize and remember important material.
- **Active Studying** – One way to be an active studier is to teach the information you are studying to classmates in a study group. Can also critically analyze the material being studied by contrasting it with correlating details, by coming up with questions about what's being learned, or by finding ways to apply what's being learned.
- **Association** – Association is a very powerful memory strategy that allows the brain to connect something it's already familiar with to something new that it's not familiar with. When given a new vocabulary word to memorize, write it down, and then the definition next to it. Now write a familiar person, place, thing, event, or movie next to the word, or combine them in a sentence to create a strong association. For example, "My uncle is an *ardent* environmentalist". (Ardent meaning intensely devoted.)
- **Frequent Reviewing** – Although people cram right before tests, it is not an effective long-term



learning or memorization strategy. The key to memory retention is to frequently review notes and other study materials weeks or days before tests. If possible, review notes immediately following lectures and jot down or highlight information that will probably show up on a test. Also, adopt this strategy after completing textbook reading assignments by reviewing the highlighted information and chapter headings.

- **Storytelling** – By integrating data, information, and material into a vivid story to tell, a person can memorize and recall information in any subject. Focus on the key learning points and organize them (within the story) in a logical sequence. Why? Because each event in the story triggers the memory of the next event, therefore the ability to memorize information is as limitless as the ability to create, remember, and tell a story.
- **Talking** – Talking is a very powerful—and underutilized—strategy for improving memory. Talk about what has been learned and need to remember to yourself or a study buddy.
- **Mnemonic devices** – Mnemonic devices work by relating facts with short phrases, words that rhyme, or anything else an individual is familiar with.
 - Rhymes - when a concept rhymes with a favorite or recognizable person or object, use this mnemonic device to remember the word.
 - Acronym - a word composed of the first letters of a list of words. An example of a simple acronym is MADD—Mothers Against Drunk Driving. Want to memorize something and never forget it? Then create a catchy song or put it to a favorite tune.

CRANIAL		NERVES	
<u>O</u> n	Olfactory (CN*I)	Sensory	<u>S</u> ome
<u>O</u> ccasion	Optic (CN II)	Sensory	<u>S</u> ay
<u>O</u> ur	Oculomotor (CN III)	Motor	<u>M</u> arry
<u>T</u> rusty	Trochlear (CN IV)	Motor	<u>M</u> oney
<u>T</u> ruck	Trigeminal (CN V)	Both**	<u>B</u> ut
<u>A</u> cts	Abducens (CN VI)	Motor	<u>M</u> y
<u>F</u> unny	Facial (CN VII)	Both	<u>B</u> rother
<u>V</u> ery	Vestibulocochlear (CN VIII)	Sensory	<u>S</u> ays
<u>G</u> ood	Glossopharyngeal (CN IX)	Both	<u>B</u> ig
<u>V</u> ehicle	Vagus (CN X)	Both	<u>B</u> rain
<u>A</u> ny	Accessory (CN XI)	Motor	<u>M</u> atter
<u>H</u> ow	Hypoglossal (CN XII)	Motor	<u>M</u> ore

*CN = Cranial Nerve
**Both = (Motor + Sensory)

Temor M. Dourandish

Adapted by CGCC's Title V Project from:
Loveless, Becton. "Study Skills for Students", January 2024, Education Corner,
<https://www.educationcorner.com/study-skills/>. Accessed 3 July 2024

