



Tip Sheet



To Do

- **Visualization— Seeing the information is remembering:** Visualization works by seeing an image or picture in your mind’s eye and associating it to information you must remember. Focus on the image, envision each of its details and think about it deeply. A random selection of images, will only lead to images that do not have associations for you, so the strategy is only as effective as the meaning you associate to those images.

- **Oral Rehearsal/Vocalization –Saying is remembering:** Unlike visualization, which appeals to your visual senses, oral rehearsal is a strategy that is meant to appeal to your auditory senses. In hearing yourself say the content aloud, you are making that content apart of your real context in the ‘here’ and ‘now’ and taking it out of the scopes of your imagination. Through tone, voice emphasis and pausing, you are creating auditory clips of the things you must remember. Ensure that you take the information in slowly, focussing again in great detail, on every word and its meaning in the larger scheme of things. Without this deliberate focus, you may get swayed in purposeless recitation.

- **Multimodal Approach: Combine seeing, saying, writing and doing for remembering:** Sometimes tackling the problem means that all of the senses need to get involved. This multimodal approach gets you actively engaged in the process of remembering, because more of your senses are investing in the work, and with more invested, you have the chance of more to gain.

- **Repetition: Repeat...Repeat...Repeat...**

- **Mnemonics: By having fun creatively with your content, you will likely remember it for the long-term.** Most individuals see mnemonics as boring acronyms that seem to repeat themselves throughout the years, after their initial purpose is gone. I’m sure BEDMAS, (Brackets, Exponents, Division, Multiplication, Addition, Subtraction--Algebra) EGBDF, (Every Good Boy Deserves Fudge—Music) and ROY G-BIV (Red, Orange, Yellow, Green Blue, Violet—SCIENCE) are some samples of mnemonics that you may have encountered before.

- **Categorization and Chunking:** Much like your computer filing system, by placing information into the appropriate memory file, a general category, you will be able to quickly retrieve it for a later date, without unnecessary hardship. Thereby chunking or grouping information into common thematic units will create meaningful connections for you that will assist with retrieval and retention.

Memory Must-Do's

May 2, 2011





- **Motivation aids memory**—Question the purpose for knowing the concept and link it to something relevant in your life. The Meaningful learning hat posits that the only way to learn something is to make it relevant to you in the present moment rather than viewing as a distant theory or concept.



Internet Resources

Academic Success Centre, University of Toronto, Helpful Links
<http://www.asc.utoronto.ca/Helpful-Links.htm>

University of Western Ontario: Memory Strategies
<http://www.sdc.uwo.ca/learning/memory.html>
<http://www.sdc.uwo.ca/learning/index.html?structure>

Strategies for Improving Concentration and Memory
<http://www.ucc.vt.edu/lynch/ImprovConcentration.htm>

Thinker: Memory Strategies
<http://cat.xula.edu/thinker/memory/strategies/>

Independent: On Memory
<http://www.bindependent.com/hompg/look/memtech.htm>

LD Online: Memory Strategies for Students
<http://www.ldonline.org/article/5736>

Dyslexia and Memory
<http://www.dyslexia-parent.com/mag39.html>

Univeristy of Illinois: Recommendations on Improving Memory and Exec Functions
<http://www.disability.uiuc.edu/services/psych/index.php?sub=35>



For Additional Information

If you have any questions, or would like more information, please contact your Disability Advisor at the AccessABILITY Resource Center. Consider exploring memory strategies further with the SOAR (Strategic Outcomes for Academic pROgress) online, learning strategies program.

To obtain this document in alternate formats (electronic, Braille, large print) please email access.utm@utoronto.ca or call 905-569-4699.



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