Use these general tips and mnemonic devices to improve your memory!

**General Tips**

**Be flexible:**
Experiment with many learning procedures. Be willing to abandon outmoded and faulty learning procedures so you will be free to acquire new and more efficient methods.

**Schedule:**
Schedule your study time so that the time at which something is learned or relearned is close to the time at which it will be used.

**Repetition:**
The best way to memorize something is to review the material multiple times. If you are studying for an exam, review the material briefly at multiple intervals throughout the day.

**Rephrase and explain:**
Explain the material in your own words to a friend. If you can’t explain something, you really don’t understand it.

**Focus:**
Eliminate as many distractions and interruptions as possible during an intensive study period.

**Prioritize:**
Decide on an order of importance. Some things are more important than others. In a particular study unit, decide what these are and organize the important material into an outline or framework.

**Use mechanical memory aids:**
Mechanical memory aids are also known as mnemonic (memory) devices.

**Mnemonic Devices**
*These are some common tools that will help you remember information.*

**Acronyms:**
Form a word from the first letter of each word in a series.
*Example:* “HOMES” for remembering the Great Lakes: Huron, Ontario, Michigan, Erie, Superior.

**Acrostics:**
Make a nonsense phrase so that the first letter of each word is the information.
*Example:* “Every Good Boy Does Fine” for the E, G, B, D, F lines on the treble music staff.

**Poems and Rhymes:**
Make up short, catchy sayings that include the essential information.
*Example:* “30 days hath September, April, June, and November.”

**Patterns in Numbers:**
Grouping numbers in clumps of three makes the numbers easier to memorize.
*Example:* 384962801 is better read 384-962-801. You can also look for patterns or other ways to remember certain numbers. For instance, 524 could be read “Counting backward, I go from five to four” (524). Each number is unique; a student can devise and practice his/her own system of remembering.