1. **Class tips** – Look out for classes in which the tests are based on material that you read or see and not so much on lectures. Or make sure that all the lectures are also found in the textbooks so that you can review them visually.

2. **Rooms in a house** – think of terms and place them in rooms of a house. This is a visual exercise where students picture several rooms in a house, each containing part of the information to be memorized. For example, to remember Erikson’s eight stages of psychosocial development, you might picture an **infant** in the front hallways, **trusting** that her parents will come home, a **toddler** in the kitchen learning to use a spoon with **autonomy**, a **preschooler** in the living room learning to turn the T.V. on and off **independently**, a **child in elementary school** in the dining room setting the table and clearing off the dishes with **competence**, and an **adolescent** in the garage, with fishing rods, mechanical equipment, hoola-hoops, and jump ropes deciding which item they want to define their **identity** with, a group of **young adults** in the basement deeply in **intimate** conversation, a **middle adult** in the study working on the computer **generating** ideas, and a **late adult** in the bathroom looking in the mirror wondering about the **integrity** of his life.

3. **Word-picture association** – This can be useful with vocabulary words and terms. Try and make pictures from the vocabulary words. Drawing the picture might be useful. For example, the occipital lobes in the brain include the visual areas. If you can think of occipital as o-see-outal – you might be able to picture eyes.

4. **Outlines and diagrams** – Use an outline or diagram to organize course information. For examples, see test-taking section.

5. **Color Code** – Use colored pens, highlighters, post-it notes, index cards, etc. The colors can give cues to what information you are studying.

6. **Time lines** – Plot information on a time line when it is chronological.
