**Directions for Elaboration Activity**

The purpose of this activity is to demonstrate how elaboration can be used to enhance memory and learning. Through elaboration, students make more personal connections to the material.

Part I

Part I contains a list of 15 items. Students are asked to count the number of words with diagonal lines. For example, the word “marshmallow” has diagonal lines, but the word “ocean” has none.

Give students approximately 2 minutes to complete this part and then ask them to turn over their pages and write down the words they remember.

Part II

Part II contains a list of 15 items. Students are asked to think about the meaning of the word and rate on a scale of 1-10 how much they like the word. Again give students approximately 2 minutes to complete this part of the exercise. Then ask them to turn over their pages and write down the words they remember.

Compare the results from Part I and II. Which list did you remember best?

Discussion:

1. How many students remembered more words in Part II?
2. Why did you remember more words in Part II?
3. How can you apply this concept to studying in college?

Emphasize that it is important for students to make personal connections to the material they are trying to remember. If reading is merely mechanical, such as in counting the diagonal lines, the material is difficult to remember.