Drawing to Remember: Using Visuals in the Psychology Classroom to Increase Vocabulary Instruction

Barbara Prillaman

In this unit, high school students will answer the questions: What is memory and how is it measured?, What are the processes of encoding, storage, and the retrieval of information? And How do these relate to me/my learning?, What are the strategies for improving the encoding of memory? Which one (s) work best for me? and, lastly, How can I incorporate the creation of visuals into my note taking and why should I do this? Following the Common Core Standards, students will read and view a variety of texts and illustrations to analyze their own thinking, remembering, and forgetting processes and practice with the creation of visual representations to keep track of their own learning. From Daily Diaries to Mind Maps, students will put into practice the creation and use of visual representations to improve their memory of psychology vocabulary.