

Making Macro Memorable: The Method of Loci Mnemonic Technique in the Economics Classroom

Timothy M. Shaughnessy¹, and Mary L. White²

Abstract

Economics in the classroom has benefitted greatly from research in education and pedagogy, primarily focused on experiential learning, interactive techniques, and other methods intended to elicit greater student participation. There remains, however, much content in economics that students have to memorize, at least for exams if not for general knowledge. We describe how to adapt the method of loci mnemonic technique in the economics classroom for the purpose of committing relatively large amounts of information to memory. Examples of the technique are given for principles-level sets of information, and a preliminary test of the technique's effectiveness is presented.

¹ Associate Professor of Economics, Department of Economics and Finance, LSU Shreveport, 1 University Place, Shreveport, LA 71115, email: Timothy.Shaughnessy@lsus.edu. The author thanks Mary Margaret Lusk for her assistance in suggesting the psychology research and extensions of the method discussed in this paper, as well as session participants at the 2010 and 2012 International Conference of the Association of Private Enterprise Education.

² Assistant Professor of Economics, Department of Economics and Finance, LSU Shreveport, 1 University Place, Shreveport, LA 71115, email: Mary.White2@lsus.edu