

## 4 tips to make people remember the contents

*Online courses are an indispensable tool to improve employees' skills. However, in order to achieve this goal, it is essential that the design phase aims to make the content memorable.*

Those who work in eLearning and in the training sector in general know how essential it is to be able to **involve students**. In a virtual environment, i.e. in online courses, this requirement becomes even more important as it is not possible to know the students' reactions in real time. Nevertheless, in addition to keeping the **attention high** at, it is also essential that the trainees achieve the final goal of the training course, i.e. to **learn and remember the contents** in order to be able to apply them. How can this be achieved?

### 1. Start with questions and quizzes

One of the best ways to start an online course is to ask questions. Asking questions may seem completely pointless, yet in this way it is possible to immediately stimulate the students' intellect, prompting them to accept the content presented later. From the incipit questions, you can go on to challenge the student with a test that also serves to make them understand what they will learn during the course, learning to know its value.

Moreover, showing the student (through a video, an **infographic**, a simple bulleted list, etc.) the contents he is about to learn can help him/her to create a **mental scheme** and to identify the best way to study. It can also be useful to insert, from the beginning, the opinions of students who have already followed the course and who have evaluated it positively.

### 2. Getting to the point

In order to make the main **contents** more **memorable**, is preferable to use the "reverse pyramid system". How does it work? Simple: the main contents are entered immediately at the beginning of the lesson and, as the lesson begins, secondary or additional information is added and, finally, news that may be interesting and captivating is presented.

### 3. Using analogies

Finding similarities between two concepts, information or situations can be very useful to help students fix the content. If, for example, you want to explain how a tornado forms, you can take as an example the water coming down the drain of a sink. The way water moves in a commonly used object can be a very simple and effective analogy to explain a natural phenomenon.

### 4. Using visual elements

Bulleted lists are often indispensable within a text and help to create a mental scheme. However, in order for students to remember content, it is preferable to vary strategies visually. For this reason, interactive or other elements can be used to attract students' attention and lead them to discover additional content that can make them even more passionate about the subject of the course.

Article taken from Elearning Heroes

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