## Challenges with Memory Aid Sheet (MAS) Accommodations

<table>
<thead>
<tr>
<th>Expectations and Purpose of MAS</th>
<th>Student Perspective</th>
<th>Faculty Perspective</th>
<th>Solutions</th>
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<tbody>
<tr>
<td>Differences in what was allowed in secondary to postsecondary - Transitioning (i.e. cheat sheet)</td>
<td>Frustration with student not following MAS guidelines - page limits, font size, etc.</td>
<td>Advisor educates student on differences, what to expect, at point of transitioning – intake and summer sessions</td>
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<tr>
<td>Concept and purpose of memory aid misunderstood</td>
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<td>ALS uses MAS Guide and Video to inform students and faculty</td>
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<td>Lack of knowledge about where memory challenge exists, i.e. sequencing, wrote names, disconnected content, etc.</td>
<td>Question whether this is a legitimate accommodation for student</td>
<td>Learning Strategist (LS) works with faculty and students to educate about specific memory challenges and tailored strategies</td>
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<th>Process of Creating MAS</th>
<th>Student unaware of what is the course content and /or format of test</th>
<th>Faculty does not make clear what is the course content and/or format of test(s), i.e. multiple choice vs. essay questions</th>
<th>LS reviews with student how to check and cross reference course materials – syllabus/outlines or to self-advocate and ask professor for this information at the beginning of term</th>
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<td>Negotiating accommodation with professor early within term</td>
<td>Notifying student in early negotiations of acceptable components for aid, i.e. definitions</td>
<td>ALS reinforces importance of early communication and negotiation between professor and student around MAS components</td>
<td></td>
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<tr>
<td>Time and process to prepare aid inadequate, resulting in late submission</td>
<td>Challenge in differentiating learning outcomes from acceptable aid content</td>
<td>Student attends LS MAS workshops to review process</td>
<td></td>
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<tr>
<td>Frustrated with aid being declined or returned for revision</td>
<td>Faculty has final say; feels student is trying to push boundaries of MAS guidelines</td>
<td>LS helps student integrate MAS creation into study process and timeline</td>
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### Other:

- Advisor educates student on differences, what to expect, at point of transitioning – intake and summer sessions
- ALS uses MAS Guide and Video to inform students and faculty
- Learning Strategist (LS) works with faculty and students to educate about specific memory challenges and tailored strategies
- LS reviews with student how to check and cross reference course materials – syllabus/outlines or to self-advocate and ask professor for this information at the beginning of term
- Student attends LS MAS workshops to review process
- LS helps student integrate MAS creation into study process and timeline
- ALS reinforces that professor has final determination on what is allowed on sheet, however early communication on what is allowed should lessen major changes to aid
ALS Memory Aid Accommodation
Quick Reference

Process for Using a Memory Aid Check List

What a Memory Aid is

A memory aid is typically a one sided 8 ½” x 11” piece of paper that:

- Is used to cue information that you understand but is difficult to retrieve from long-term memory.
- Is created on a computer or hand written.
- Uses minimum 12 point font size or 2-3 mm high handwritten.
- Is legible, i.e. includes white space with reasonable page margins, and is written in English.

Content Areas and Sheet Format For Review

Professors may indicate if the following Content Areas can be included prior to each test:

- Acronyms/acrostics
- Short phrases
- Cuing pictures
- Labelled Diagrams
- Non-Labelled Diagrams
- Names
- Shortened definitions
- Short forms
- Example questions
- Charts
- Key term/words
- Formulae
- Tables
- Mind Maps

What a Memory Aid Is Not

A memory aid is not meant to record or summarize all the facts, concepts or processes being tested. This means that a memory aid should NOT:

- Include learning outcomes. Learning outcomes are broad goals that describe what learners are supposed to know or be able to demonstrate.
- Exceed one side of a page
- Include complete terms and definitions.
- Include information word-for-word from the course.
- Help you, if you have not studied the material.
- Be created without the input of the professor.

For Media Memory Aid Explanation see a Sheridan ALS Produced Overview at http://bit.ly/1hl5xq7

Need Help?

For questions about how memory aid accommodation process works, contact Accessible Learning Services at:

hmc.als@sheridanc.on.ca
davis.als@sheridanc.on.ca
trafalgar.als@sheridanc.on.ca

For guidance and strategies for creating Memory Aid Sheets, please see the ALS Learning Strategist.
Once a memory aid is an approved accommodation by a Case Manager and on a student’s Accommodation Form, the steps below can be followed in order to use memory aids for tests/exams:

<table>
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<tr>
<td>1. <strong>Discussion with faculty</strong></td>
<td>The student speaks with instructor <strong>early in the semester</strong>, about the accommodation of a memory aid and the Content Areas (see page 1) allowed, based on each test’s learning outcomes.</td>
</tr>
<tr>
<td>2. <strong>Creation of Memory Sheet</strong></td>
<td>The student identifies and summarizes material throughout the course for possible use on memory aid sheet. If student needs support in developing cueing summary skills, they see the ALS Learning Strategist.</td>
</tr>
<tr>
<td>3. <strong>Approval of Sheet 7 days prior to test.</strong></td>
<td>The student submits for approval by professor <strong>7 days prior to test or as negotiated with professor in Step 1</strong>. If the professor indicates changes to maintain the academic integrity of the test, the student will make the changes and resubmit for signed approval by the professor.</td>
</tr>
<tr>
<td>4. <strong>Student books test in Centre</strong></td>
<td>The student completes the Record of Test Accommodation Form and books the test with the Assessment Centre, indicating the use of Memory Aid Sheet for test (<strong>7 Days prior to test</strong>).</td>
</tr>
<tr>
<td>5. <strong>Professor submits memory aid</strong></td>
<td>Professor will include the final approved Memory Aid Sheet with the test. The memory sheet is collected with completed test by the professor.</td>
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### Memory Aid Examples

Adapted from Mohawk College’s Memory Aids And Formula Sheets

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#### Pictures, Charts, Mind Maps

![Mind Map Example](image1.png)

#### Formula Sheet

![Formula Sheet Example](image2.png)
ACCOMMODATION

SOLUTIONS

- used to "open book" dates for test in advance
- cramming on sheet
- answers on sheet
- training for faculty for what is allowed
- need to test memory vs. applied
- health & safety on the field
- academic integrity
Knowledge to create MAS-skill

unfair advantage

lack of training on what is approp for MAS

student support from LS on MAS

Faculty support & education