PLENARY

Active Learning and Memory: Fostering Deep, Sustained and Flexible Learning

Recorder Notes (submitted by Ashley Jordan)

- 1. We build and construct knowledge/meaning
- 2. Our mind organizes knowledge
- 3. Specificity is lost but meaning remains
- 4. Cognitive strategies are used to function more effectively

Processing is needed to learn

- cognitively, behaviorally, affectively, socially
- metacognition and motivation
- choice, competence, curiosity, collaboration, and control

Teach them (students) what they know and when and how to use it

Active Learning and Memory

- working memory:
 - stores immediate experiences
 maintains current goal for processing
 - process experience and memory
- high capacity benefits:
 - fluid intelligence
 reading/language comprehension
 - attention control
- Working memory training will not increase WM capacity but you can better the strategies:
 - Segmenting instruction
 Examples!
 - Scaffolding instruction
 Practice with feedback
 - Lower information density
- WMC = storage + processing = attention control
- Necessities for deep, flexible knowledge
 - oRetrieve knowledgeoPrinciple level
 - Use various contexts of knowledge
 Be aware and in control

Multitasking

- Possible, we do it BUT performance goes down
- Using that logic:
 - When presenting a new slide of information, give students a chance to process before talking/explaining/instructing

Session Notes