

## Educational Applications for Habits of Mind: Teaching the Processes that Help Students to Be Successful Lifelong Learners

### Recorder Notes *(submitted by Tris Utschig)*

Intro - a bit of Todd's personal history. 1st gen college student, failed first test horribly, ends up on circuitous path with job teaching people to teach at a university he would never have gotten into!

Story indicates that anything is possible and we can grow into paths and capabilities we never would have thought possible.

Next part of session - Thinking vs memory/habits Things would be very difficult without automaticity cuz would take LOTS of work to do just about anything. So we need that autopilot in order to leave us time to actually think. Stuff you memorize in a course is needed so can automate it and be able to think on top of that.

Activity - 30 seconds list how many habits you can think of that your students do: learn from notes for test, ask what is on the test, come into class on cell phone and try to stay on it, FB posting in class, not reading, tuning out, come to class at same time, sit in same sit, try to get you off lesson plan, take photos of notes rather than taking them (Our society isn't paying more than 4-6 seconds of attention before switching much of the time now. Example - on vacation take picture and move on but if didn't have phone or camera you would stare at it and THiNK about how beautiful it is). SO - we have a lot of habits. They drive most of our behaviors and they are needed in order to survive. It is like rafting on a river. You are going on the river, you can tweak a bit, but you are going to the river. Try breaking than or interrupting them and it forces you to Think.

Give students a really interesting thing to do and they will put the phone away. We can shift a student's happiness by introducing new information such that previous satisfaction goes away even though their world hasn't changed (ex: make 50k and happy in your job but find out new person hired for same job at 60k. Your world didn't change but now you want to know why that happened and you are happy.

Normally when learner thinks they have enough they stop, and you may need to push them. However, when they stop that is when thinking can take over to process what taken in so the push can also be in the task you ask them to do when they stop.

Multitasking IS possible but only on automatic things like walking and talking. For control situations such as listening to two conversations at once we can't automatically know what will be said so we can't multitask on it cuz brain needs to pay attention to that.

Self esteem and level of success correlated, so we tried building self esteem in kids but didn't see any academic gains. Reason is correlation is not causation. Actually need build self efficacy not self esteem. Need not give 100% for good work, give feedback for how to get better even when really good.