

Teaching So Everyone Learns: Strategies for Student Success from the Psychology of Learning

Recorder Notes *(submitted by Tris Utschig)*

A few quotes indicating that we need to think more about educating for life the future rather than just static content. Need to prepare people to learn.

Discussion of learning styles as a myth - there is no evidence they are an educational issue that actually makes any difference. It is good to use multiple approaches that address each style so group gets practice in variety of learning modes.

Lecture vs active learning - Hake's data shows best lecturing no better than worst active learning.

Then audience comment that we are lecturing here and it seems to be working. Reply is we can certainly learn a lot from lecture, especially with a group having appropriate background and skills.

Activity - share something you do really well with neighbor, then indicate something about it that other people wouldn't know. Now, you weren't born with that skill, but you keep getting better at it and work at getting better all the time. But, you don't just do it over and over again to get better, you need to practice on different aspects on it. You also seek out information and get it, then incorporate into your practice. Get students to seek out and get information in your class, then work on incorporating through practicing using it.

Backwards design - articulate outcome, determine how measure success, do activity design. How will your mental state affect the learning dialogue?

Dialogue works better when both sides on similar level of emotional and energy level. So, how get levels on par? Attention grabber to create curiosity, social contagion like getting everybody up and dancing or building off excitement among group in some way, or Using your excitement to build it in others. Students need this lift into positive state because when students are scared, upset, anxious, etc they won't learn as well.

Simple versus easy tasks - performance on simple tasks goes up with arousal level, but on difficult tasks you reach a peak and performance goes down on the task if have too much stress or arousal. BUT you can make difficult tasks simple by practice and then raise arousal level and performance.

Web of material - easy to make connections from things know well. Ex george washington - list things you know - cherry tree leads to idea of false stories like crossing the Delaware, Washington bridge leads to washington monument. So, connections linking from web work through relationships among aspects of the topics that relate to each other.