

Learning how we learn

This list is designed to go with this presentation: <https://helenreyphysics.wordpress.com/wp-content/uploads/2026/07/cogsci-for-students-year-1-for-ms.pptx>

Slide	What
2-4	Intro
5-7	Attention is focus, evolution and attention
8 - 14	Show the first list and ask them to give it their focussed attention for 30 seconds. After 30 seconds move to the next slide and ask them to write down/put in the chat all the things they can remember. Then show the next set of objects but continue to talk loudly – put on some music or do other distracting things. Repeat making the list. Or some variation of this that shows the impact of splitting attention. Could discuss the split-attention effect, why multitasking is task switching.
15 - 60	Show them the digital span slide – follow the instructions. Their digit span is number of digits in the last PAIR they can remember.
61	Pause and elicit some ways to make best use of their working memory: - Turning off devices - Not checking their phone - Having one tab open in lessons - No music!
62 - 70	Go through instructions then use the list of words on the next page to read each word and the 3 conditions. At the end they should look at the table – they should have remembered more words in the final column. Meaning makes things memorable.
71	Pause and elicit some ways to make best use add meaning to what the teacher is saying: - Think about things you have seen like it before - Think about whether you like it - Make a picture in your head about it
72 – 77	Talk through the importance of forgetting
79 – 81	A couple of brain games to finish: - The Stroop Effect – see slide 84 - The swirly thing