Do I Have Your Attention? by Blake Harvard

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Chapter	Do this/Learn this
Part 1: Understanding Memory Constraints: Intro/preface: how should we teach so students learn? no silver bullet, what works in one place may not work elsewhere	•
1 Memory Processing: Learning material → Senses → Sensory memory (mainly forgotten) → Attention (limited) → Working memory (WM) (limited in extent, lasts 15 – 30 seconds → *Elaborative interrogation* →Long-term memory (LTM) (Infinite) Memories not stored like files on a computer – more like a spider's web – more content = web with more silk threads – easier to catch more content	○
2 The SAR Method: Sense → Attend → Rehearse Need to select information to attend to (from all the sensory input), attend to info, use it to remember it	•
3 Chock Points: Attention: Choke point (CP) = constraint in the human cognitive system, **CP1**: **mental effort/concentration is limited**: need Cognitive Load Theory (CLT) – there is intrinsic load (necessary) and extraneous load (optional) **CP2 narrow focus of attentions limits WM** – 11 million bits of info/sec come in, we can process 40 million, there is attention contagion, both paying attention/not paying attention are contagious and attention/success/motivation reinforce each other, enhance learning	•
4 Pitfall: Multitasking: Pitfall (PF) = common trap students fall into that undermine their learning **PF1: multitasking** and **distractions** greatly **reduce learning**, multitasking is actually task switching	•
5 Choke points and pitfalls: Working Memory: **CP3: WM can hold about 4 chunks of info**, prior knowledge impacts their ability to chunk **PF2**: students **like** the **least effective study methods** because they feel like they are working but aren't	•
6 Choke points and pitfalls: Long-Term Memory: **PF3: overconfidence** about what they understand, **CP4: forgetting** happens in WM and LTM	•
Part 2: Maximizing Learning: Intro/preface: you may not have seen all this in teacher ed, what's 'best' has not always been clear, research supports retrieval practice and spaced practice	•

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7 Introduction to Retrieval Practice (RP): Assessment is not a bad word, NOT the same as standardized testing, not all questions are RP – need planning and structure, but ALL RP is better than restudying, when answering try Brain/Book/ Buddy. RP exposes Unknown Unknowns, and highlights Known Unknowns	•
8 Anxiety, Stress-Resistant Memories, and Collaboration: Assessment does NOT always increases stress; RP reduces stress, AND stress can affect memory retrieval; RP inoculates against stress-resistant memories by providing routes that are not disrupted by cortisol.	•
9 Improving on Multiple-Choice (MC) Questioning: MC does NOT have to just be recognition, they can provide rich opportunities for RP by interacting with the wrong answers, reverse engineering	○
10 Brain Dump, Color Coding, and What to Retrieve? Complexity does NOT always lead to more cognition. Simple strategies, like a Brain Dump, work well due to the Goal-Free Effect from CLT, important to choose material to retrieve that is: critical for seeing the big picture, commonly confused.	•
11 Introduction to Spaced Practice (SP): is the opposite of cramming/massed practice, spend the same amount of time but spread out – difference of 74% to 49% in tests, particularly benefits low attaining students,	•
12 The Exit Ticket, Last Lesson, Last Week, Last Month: an exit ticket at the end of a lesson measures performance, not learning,	•
13 Student Intuition, Modelling, and Framing Forgetting Students have not been taught to view assessments as positive/useful – we need to teach them, forgetting is part of learning and not 'failure', opportunities to show what you have forgotten help you learn	•