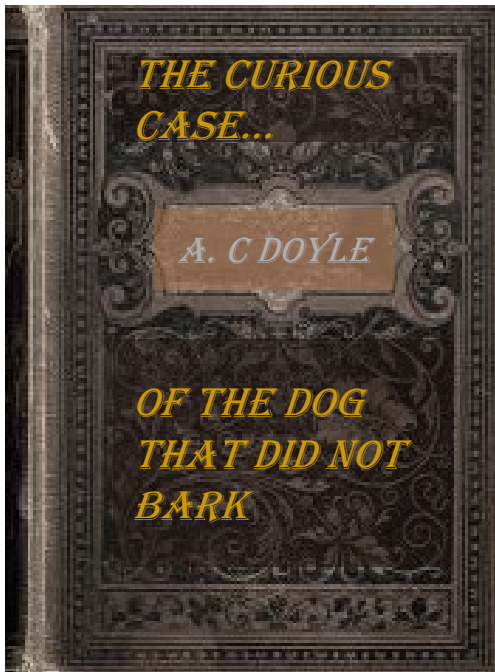




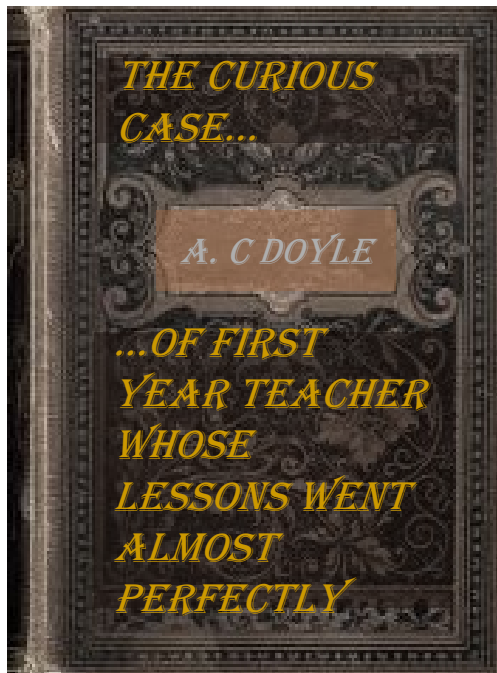
Bedankt



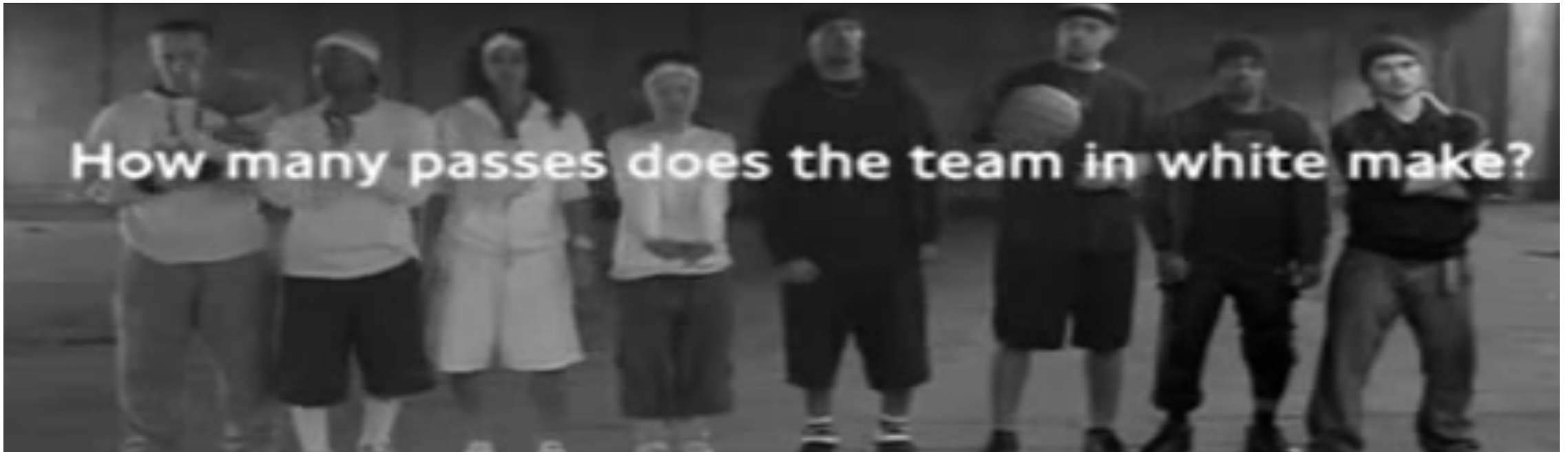
A Shocking and Incredible Mystery!



A Shocking and Incredible Mystery!



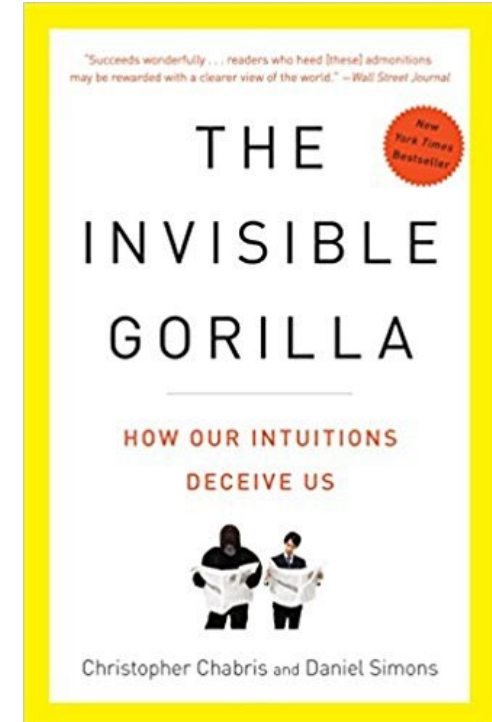
But First



What does this video tell us that is important for teachers?

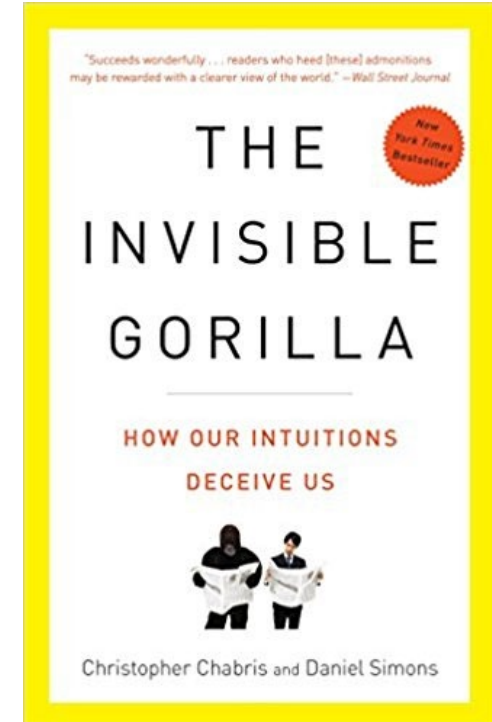
On “The Illusion of Attention” (aka “Inattentional Blindness”)

- 1) “We are aware of only a small portion of our [visual] world at any moment...”
- 2) “The idea that we can look but not see is flatly incompatible with how we understand our own minds...”

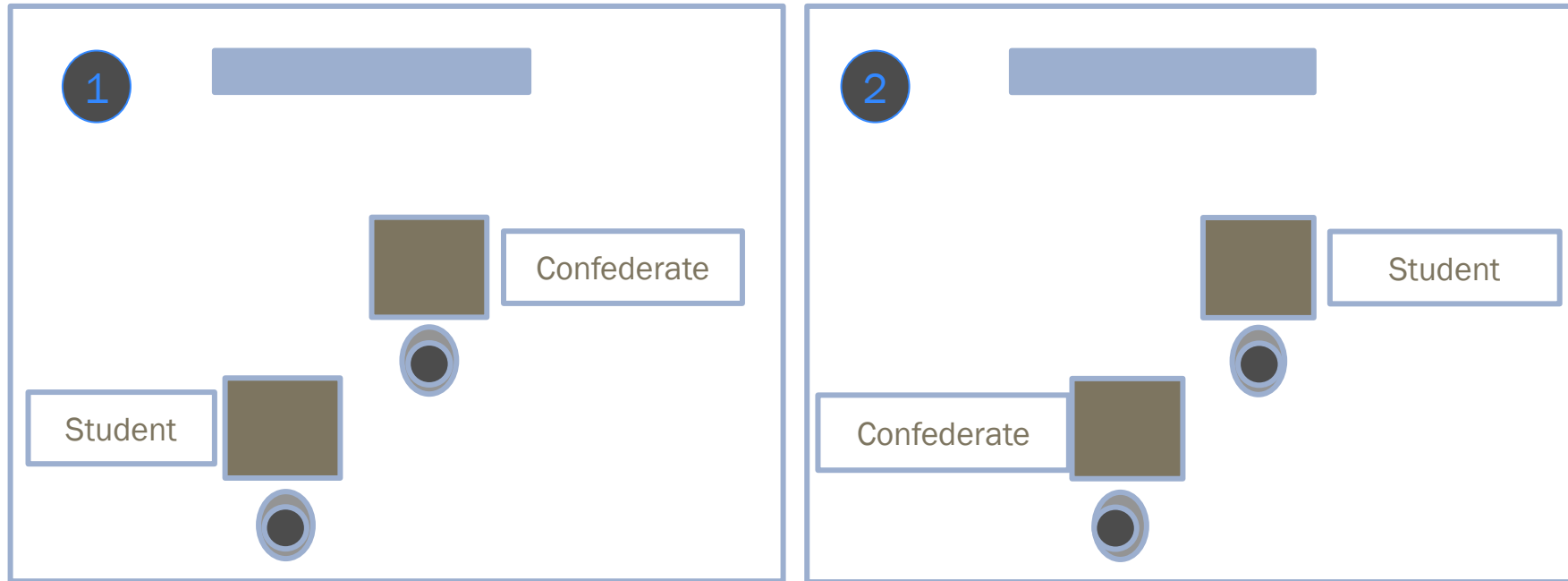


- The video manipulates you by directing your attention to one thing.
- To choose to pay conscious attention to one thing is always, inherently to ignore others; attention must be selective.

This is a big deal in an environment as complex as a classroom.



“Attention Contagion”



There are two rounds to the experiment. In the first the student who is the subject can clearly see the student who is the experimenters' confederate. In the second, the experimenters' confederate is behind the student who is the subject, and the student cannot clearly see him/her.

Question: How will the behaviors of the accomplice student affect the behaviors of the subject?

“Attention Contagion”

Answer: Subjects who watched the lecture with an attentive confederate:

- 1) Reported higher levels of attention
- 2) Behaved more attentively (e.g. took more notes)
- 3) Had better memory of the lecture content (i.e. learned more)

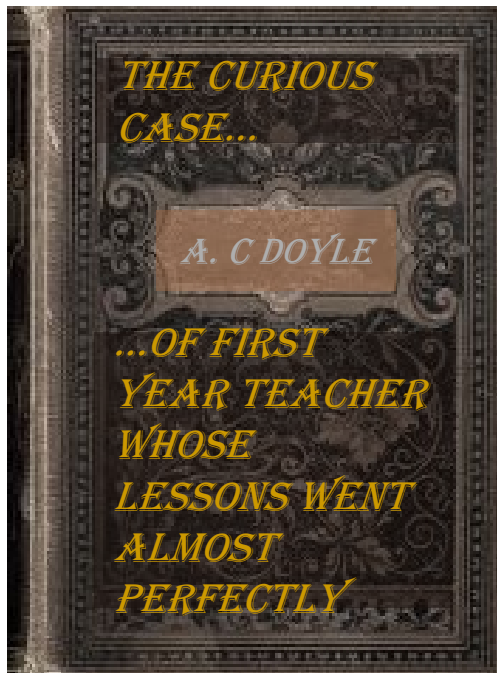
Compared to subjects with an inattentive confederate. In both cases!

‘Despite confederates not being visible, participants were still aware of whether confederates were acting attentively or inattentively, and participants were still susceptible to attention contagion. Our findings suggest that distraction is one factor that contributes to the spread of inattentiveness.’

-Forrin et al

<https://psycnet.apa.org/record/2021-24992-001>

But Let Us Return To Our Mystery



Wat is Goed?

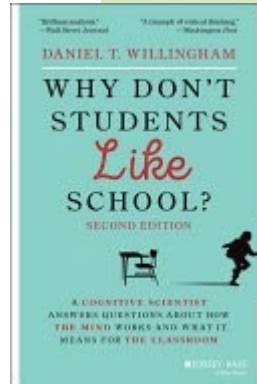
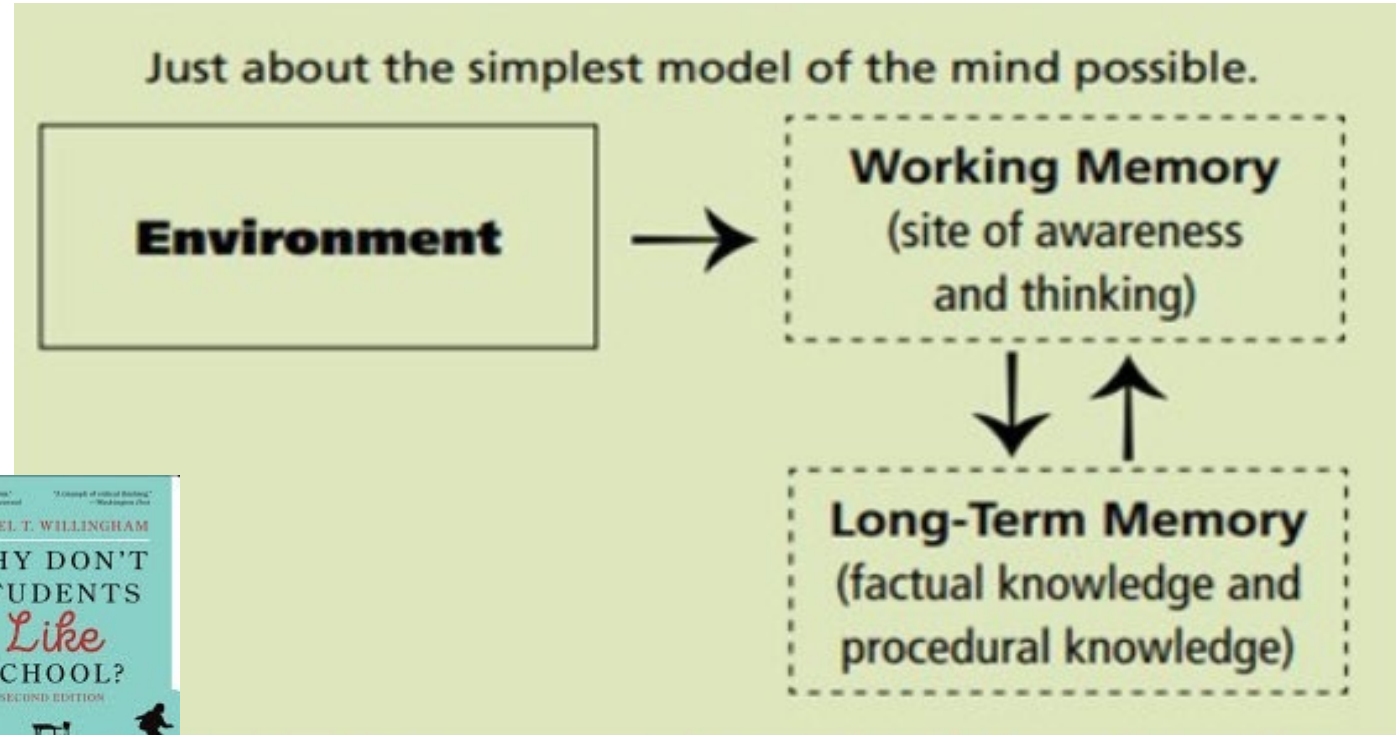


Emily Fleming

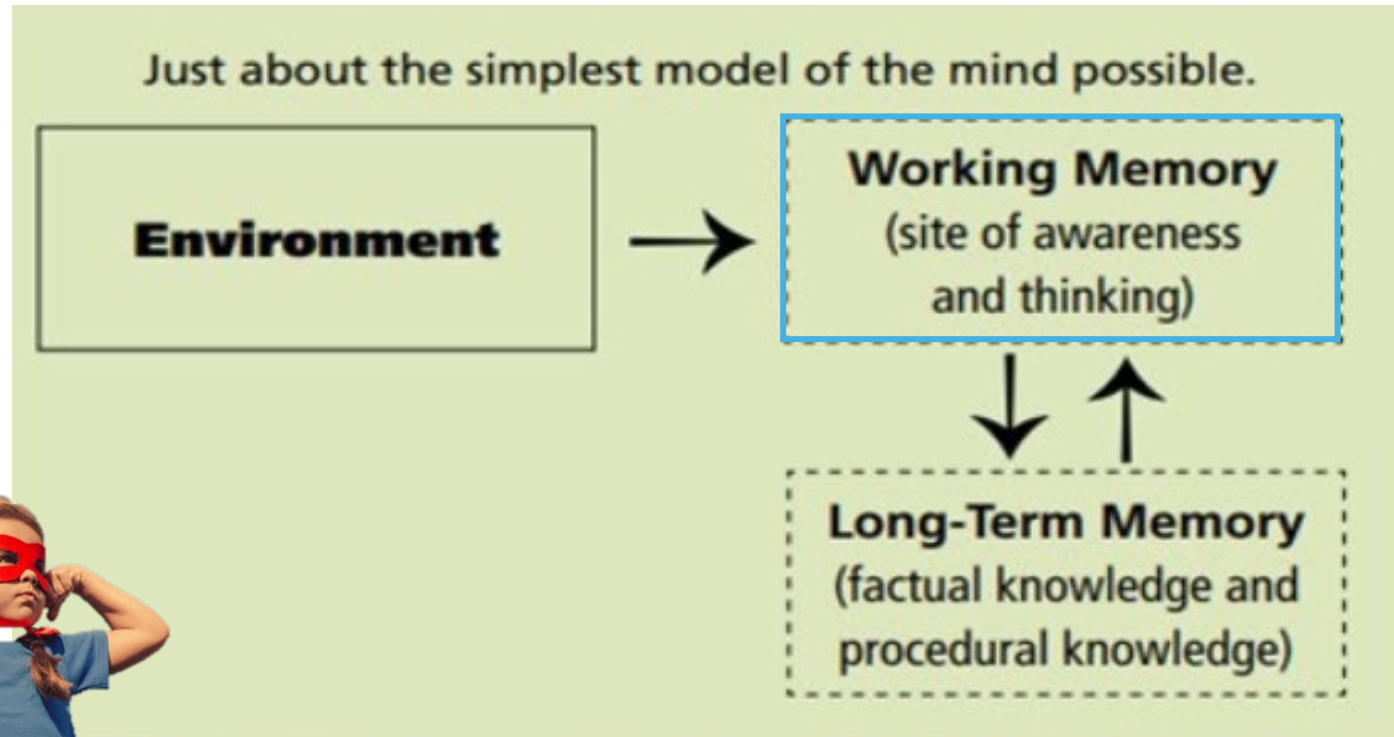
Goldsmith Primary Academy
Walsall, England

What seems effective about
Emily's teaching?

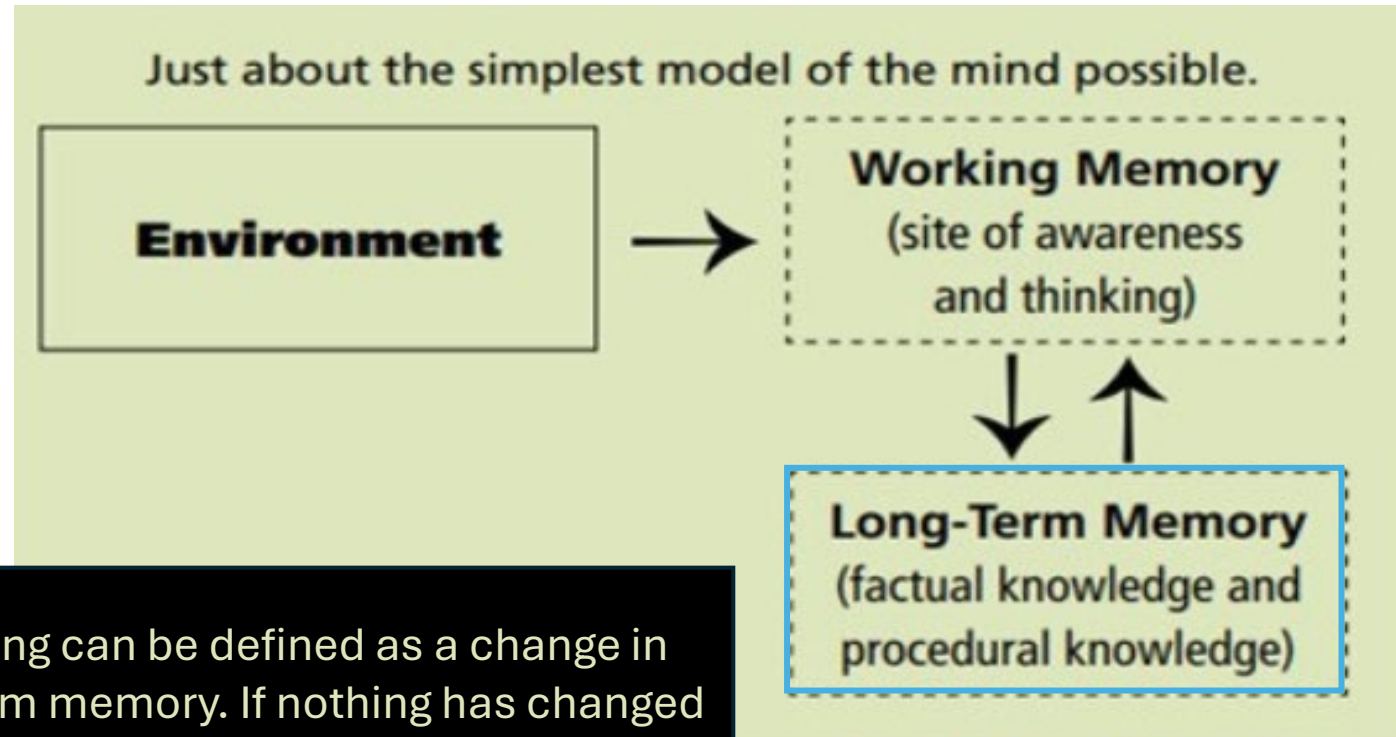
Willingham on Learning



Working Memory Causes Us to Understand

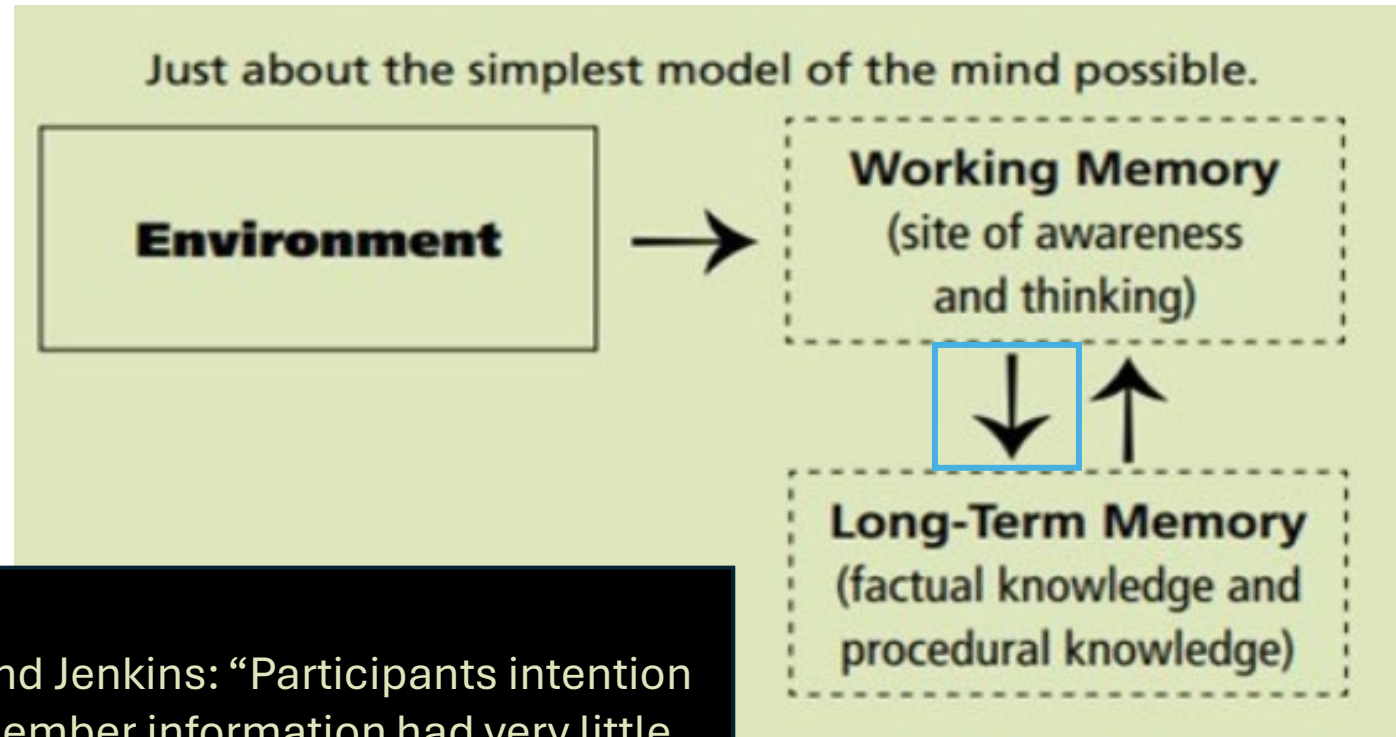


But Working Memory is Not Learning



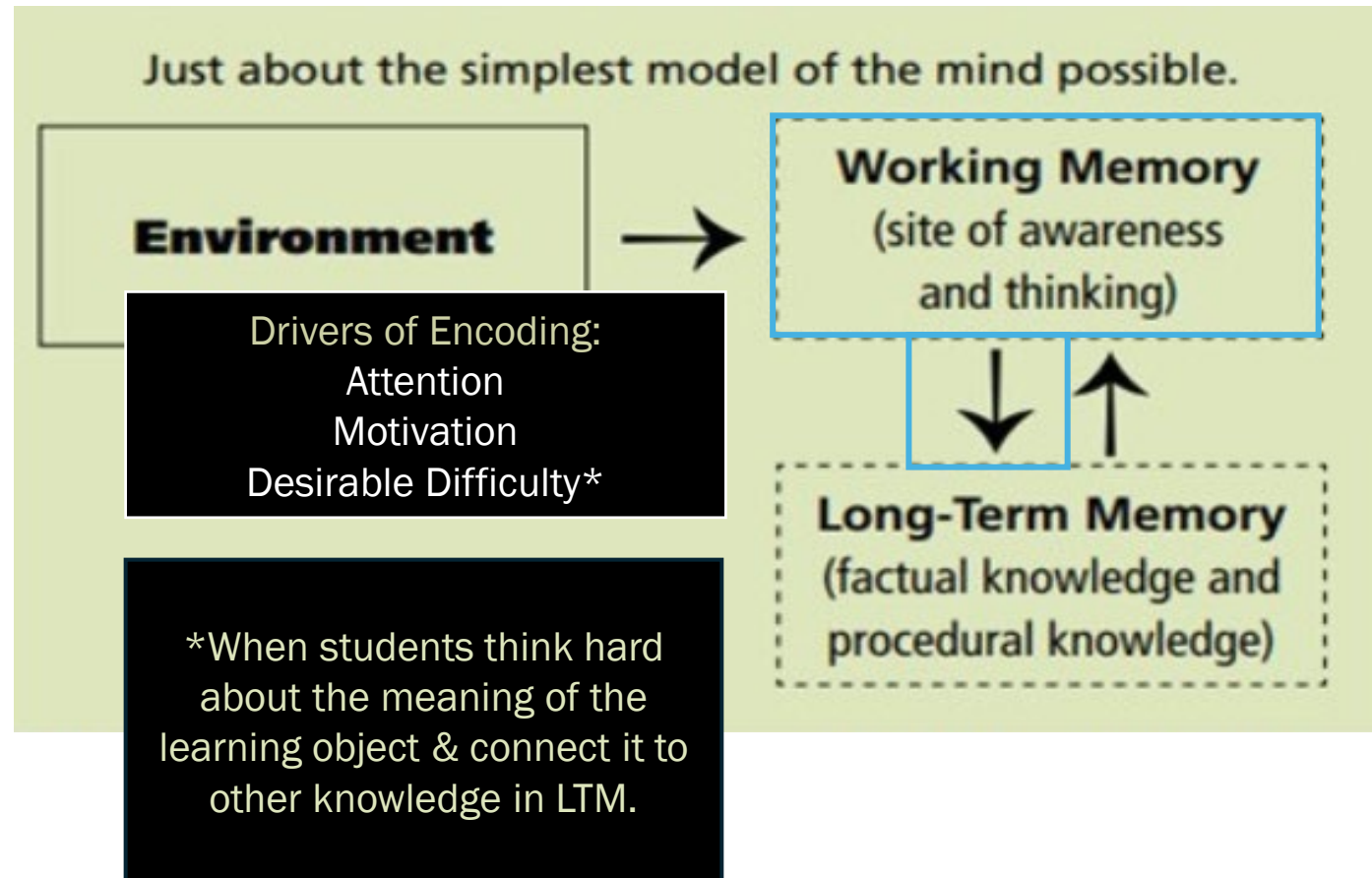
Learning can be defined as a change in long-term memory. If nothing has changed in long-term memory, nothing has been learned.

But Working Memory is Not Learning

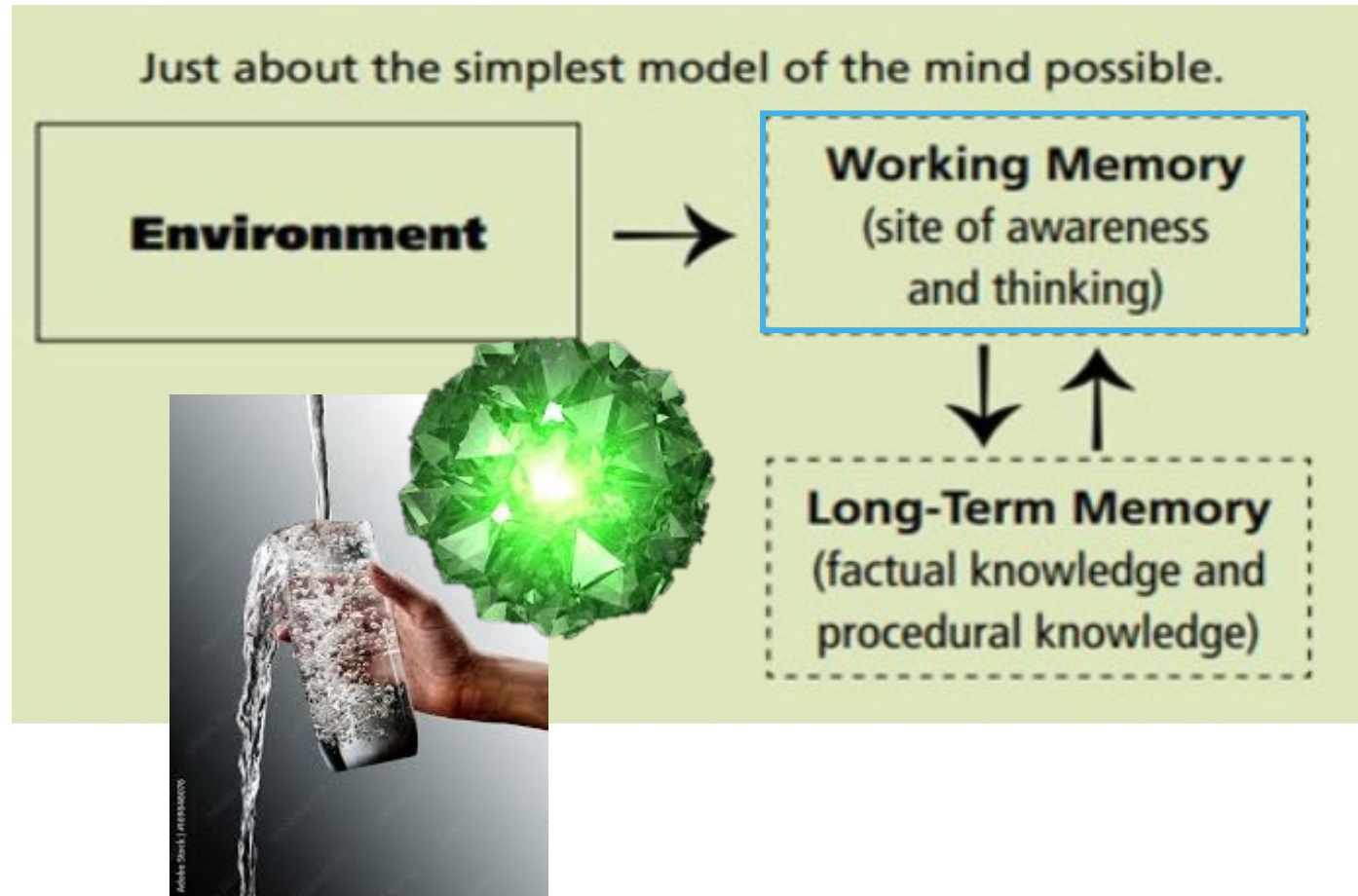


Hyde and Jenkins: “Participants intention to remember information had very little effect on their ability to do so.”

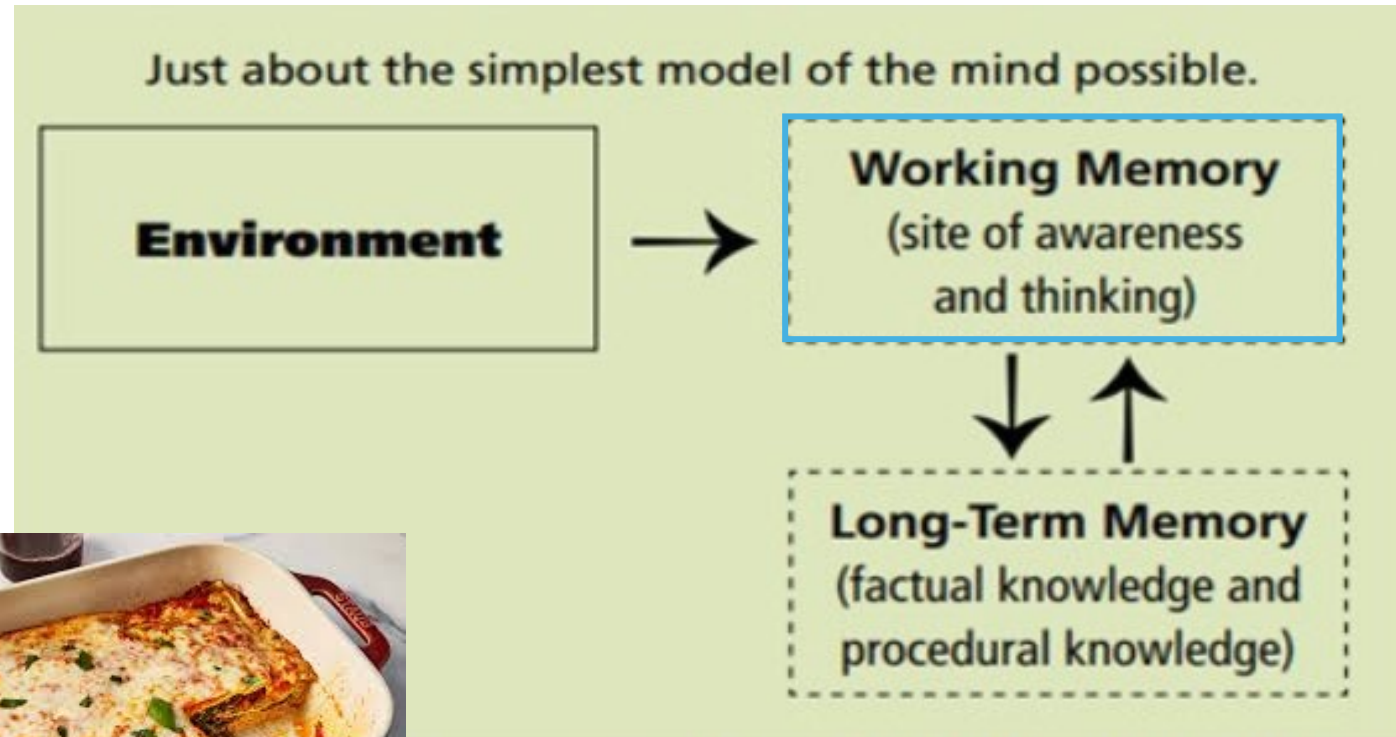
The Second Superpower is “Encoding”



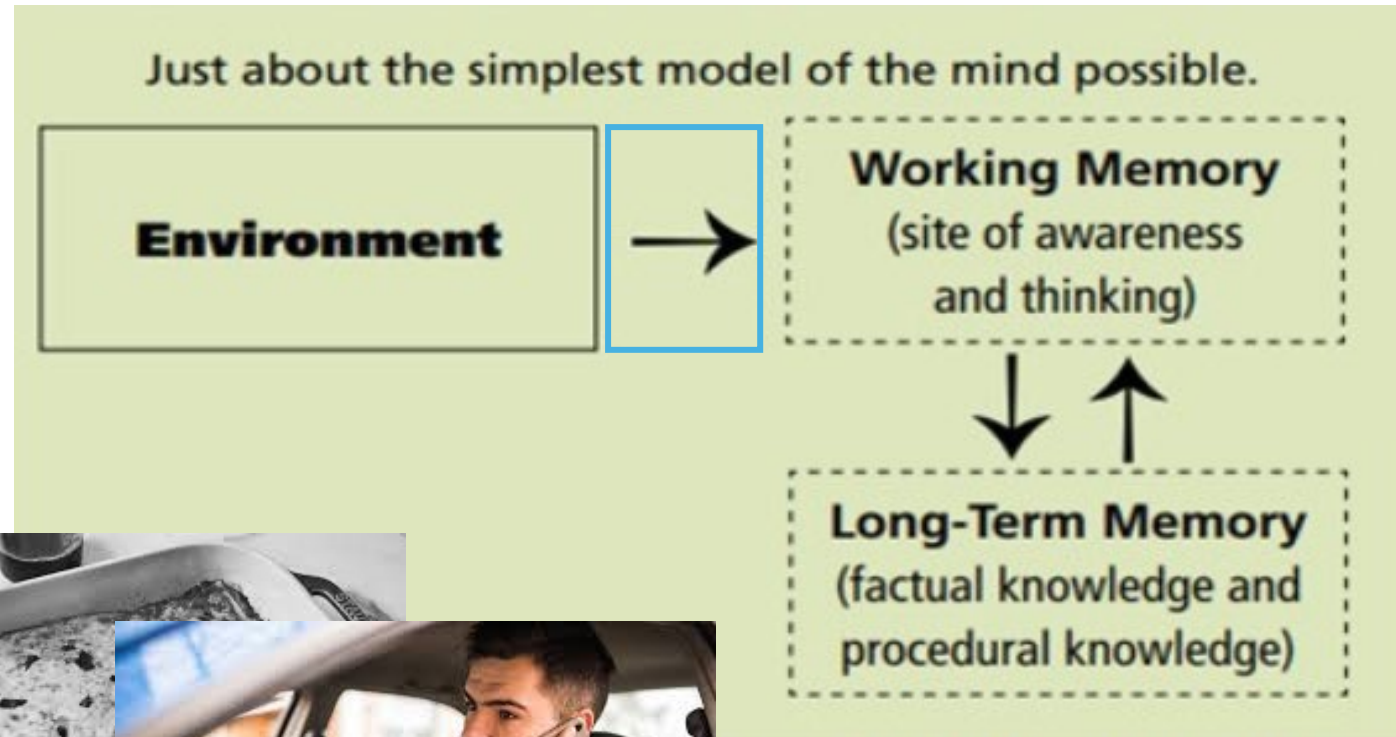
Working Memory Is Tiny and Easily Overloaded



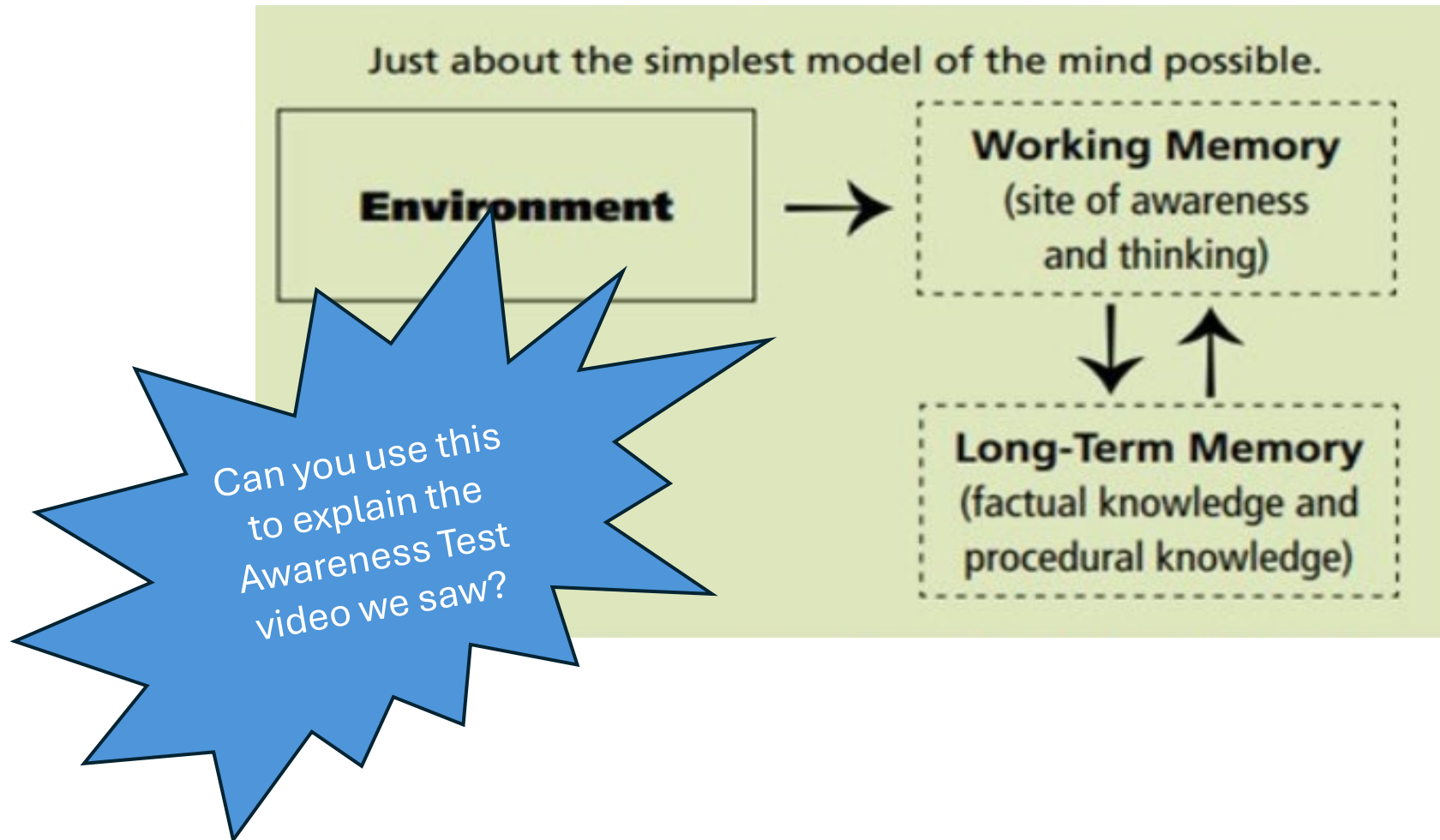
Working Memory Is Tiny and Easily Overloaded



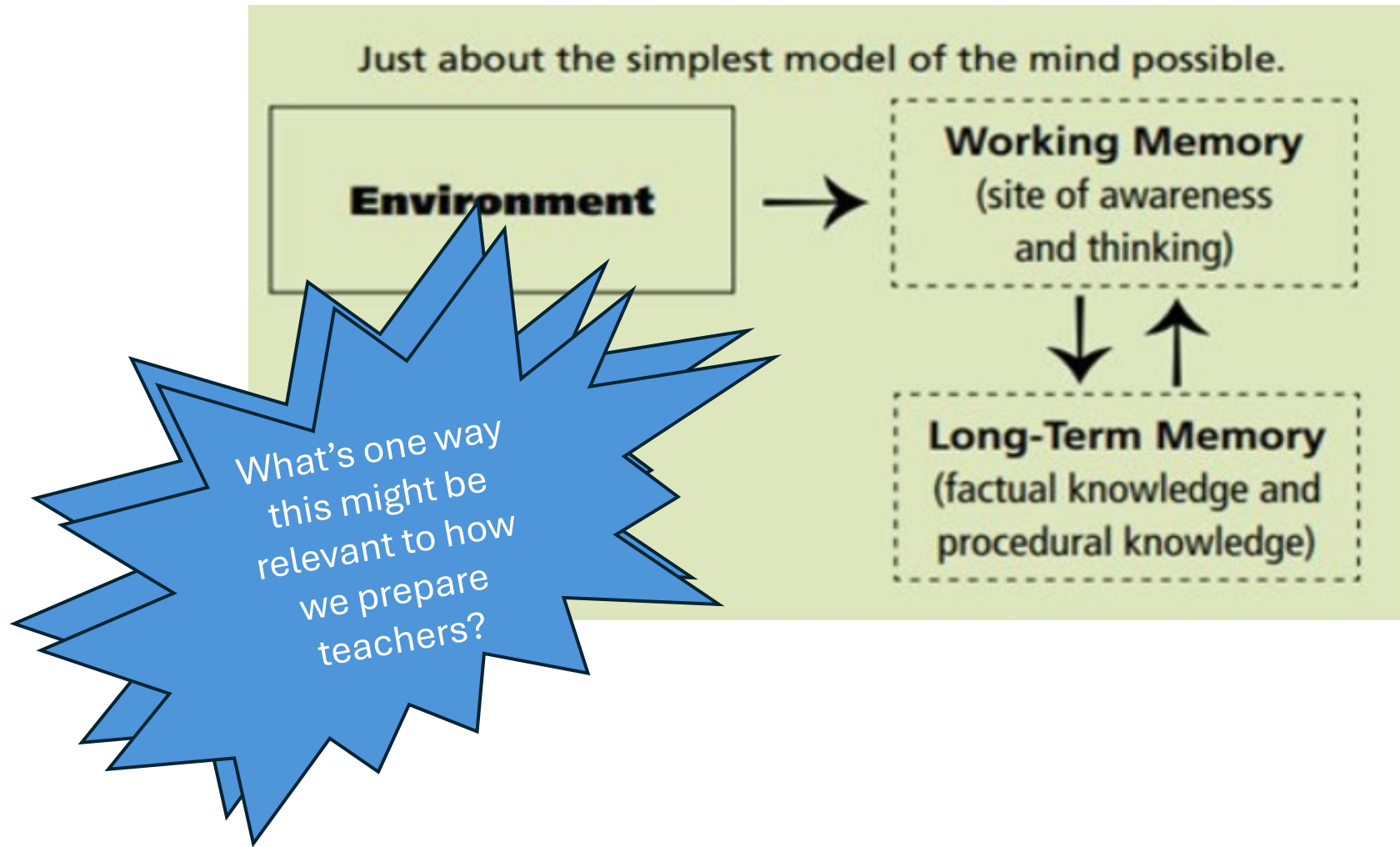
Working Memory Is Tiny and Easily Overloaded



Working Memory Is Tiny and Easily Overloaded



Working Memory Is Tiny and Easily Overloaded



“We Want to Manage the Load on our Teachers’ Working Memory”



1. Embed Systems and Routines (especially Means of Participation)
2. What to Do Directions
3. Lesson Preparation Habits

Embed Systems and Routines



What happens when Emily sends her students into a Turn and Talk or a Stop and Jot? What does this tell you?

:44 1:27

How Procedures Shape Norms & Build Belonging

Procedure

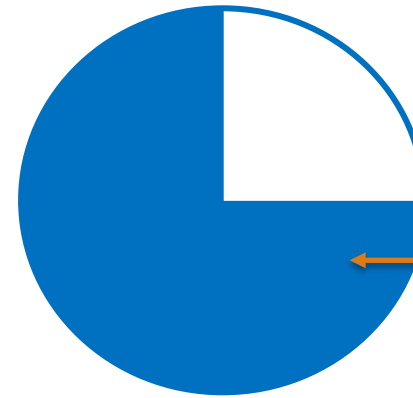
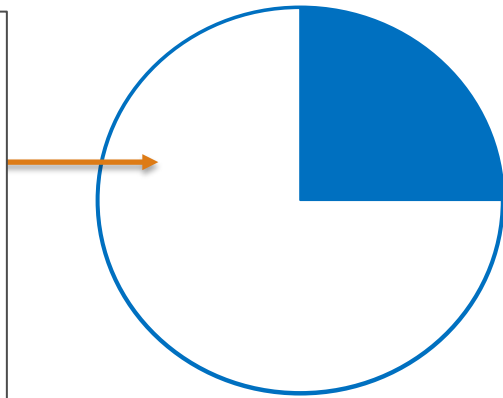
An intentionally designed way of completing a recurring task in the classroom



Routine

A procedure that has become a habit & allows students to complete it with minimal load on Working Memory

Who will my partner be? Will they want to talk to me?
How long will we talk? What will happen after?



What do greater & less than mean?
Which dog is the smallest & which comes next?
Have I remembered my units?

How Procedures Shape Norms & Build Belonging

Procedure

An intentionally designed way of completing a recurring task in the classroom



Routine

A procedure that has become a habit & allows students to complete it with minimal load on Working Memory

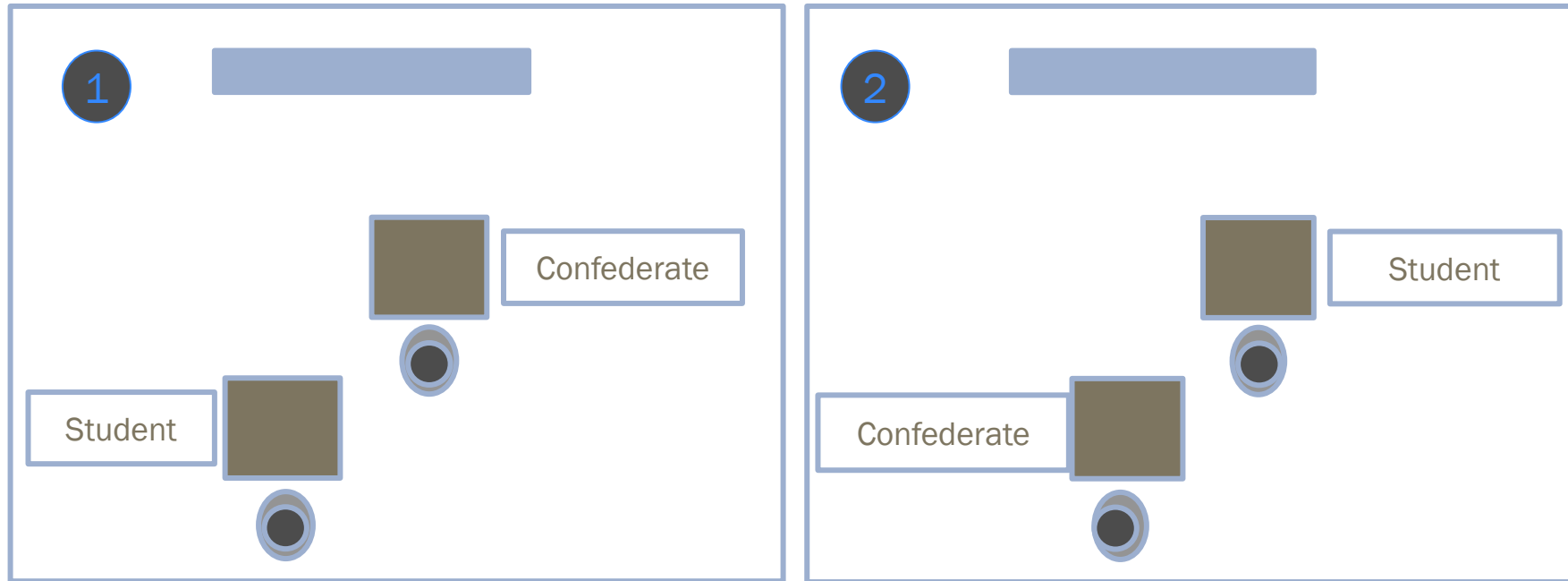


Norm

A routine that is both visible and predictable to students & therefore influences their behaviors.

When **routines become norms**, they have the power to transform culture and create a sense of shared **classroom culture, community, and belonging**.

“Contagion” Is Probably the Result of Norm Perception



People mirror the behaviors of those around them in an attempt to be part of the group.

Norm Setting

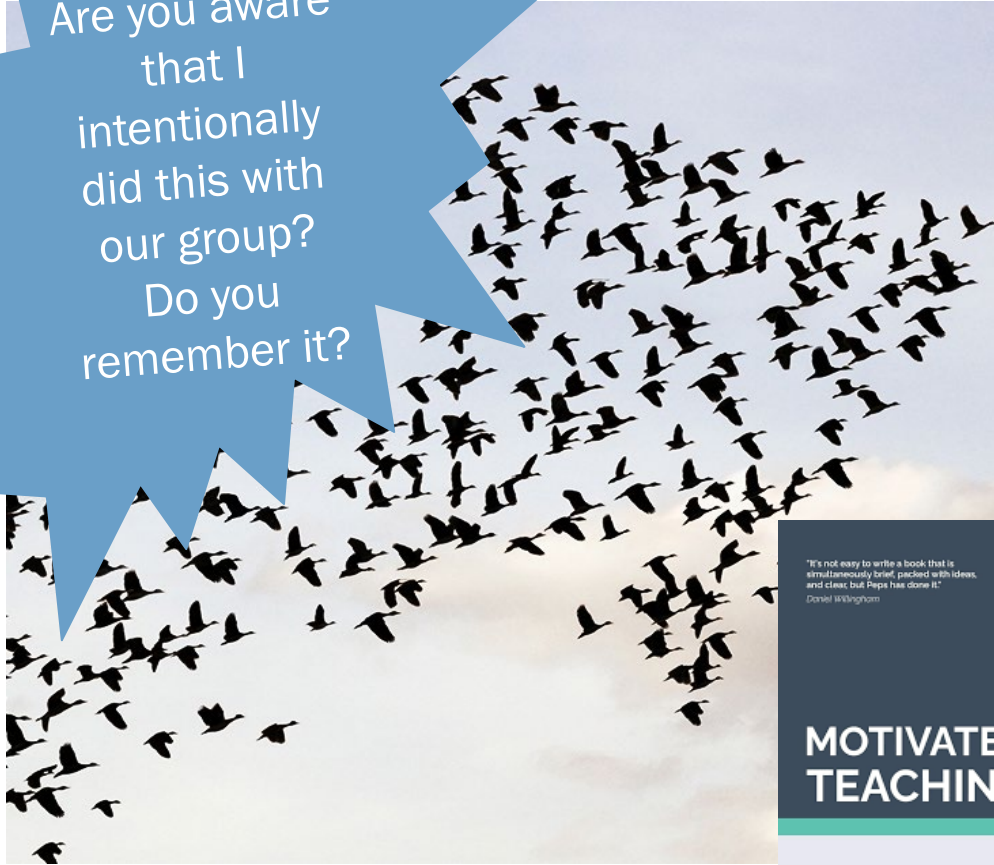


In any context, the single greatest influence on motivation & behavior will be the individual's perception of group norms.

'Norm setting' involves magnifying the positive norm signal. Especially early in the lesson.*

Norm Setting

Are you aware
that I
intentionally
did this with
our group?
Do you
remember it?



"It's not easy to write a book that is
simultaneously brief, packed with ideas,
and clear, but Peps has done it."
Daniel Willingham

**MOTIVATED
TEACHING**

Peps Mccrea

*In any context, the single
greatest influence on motivation
& behavior will be the
individual's perception of group
norms.*

'Norm setting' involves
magnifying the positive norm
signal. Especially early in the
lesson.*

We Feel Belonging When We Know & Embrace Visible Shared Norms



Every faith worships in unison. This creates a profound sense of belonging.



The most important routines are for the things we ask students do most frequently & that are most central to learning.

That is: How students ask & answer questions.

Cold Call
Volunteers
Turn & Talk
Everybody Writes
Call & Response

Jen Brimming



How do her strong procedures affect Jen's experience?

Hick's Law: The time and working memory required to make a decision varies in correlation to the number of choices available.



Routines “hack working memory.” This is as relevant for teachers as it is for students.

“We want to Manage the Load on Our Teachers’ Working Memory”



Let's rewatch a few scenes.
Why is this important?

:10 1:19 1:50 4:00



Compare to her mentor, Scott.

What to Do Cycle

What to Do Directions

Give a short sequence of concrete observable directions for each task.

Be Seen Looking

Look deliberately for follow-up to show students you care

Narrate the Positive

Acknowledge students' follow-through using quick narration

Correct When Necessary

Use the Least Invasive form of correction to make sure every student is ready to learn

What to Do Cycle

What to Do Directions

Give a short sequence of concrete observable directions for each task.

Be Seen Looking

Look deliberately for follow-up to show students you care

Narrate the Positive

Acknowledge students' follow-through using quick narration

Correct When Necessary

Use the Least Invasive form of correction to make sure every student is ready to learn

Katie Kroell



What does this video tell us?



When students know their teacher sees and cares about their behavior, they make different choices.

Tiny things can have large effects in a complex environment.

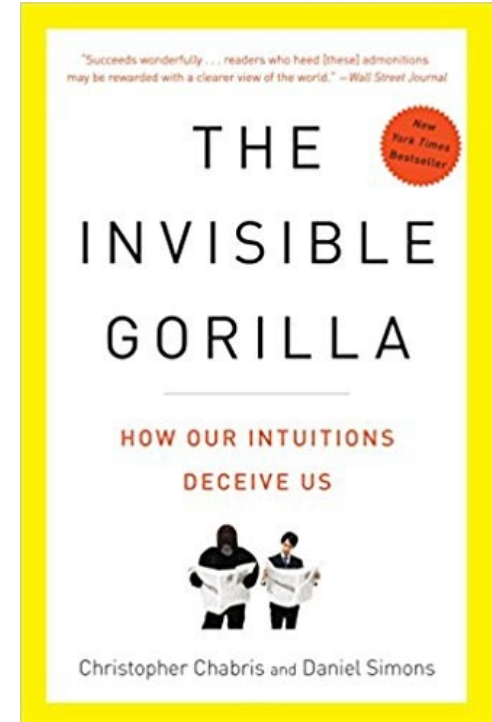


It's not exactly a formula, it's a model that she practiced and is always adapting.

But by practicing it with her mentor she was able to do it without thinking about it. This is to say with no load on working memory.

On “The Illusion of Attention” (aka “Inattentional Blindness”)

There is one proven way to eliminate inattentional blindness: make the unexpected object or event less unexpected.”





Scott Wells:

How does he plan for what he will see? How does it effect his teaching?

Emily's Preparation

SS thinking - SI - TAT - CC or SC - revisit.

Model answer:

Hornily is worried about Pod because he goes out borrowing so they can have food and items to survive. Borrowing is dangerous and Pod risks his life going out to borrow. She believes that he may not come home one day as he may be spotted by a human and that will be the end of the borrower family.

Ideal answers:

Pod is a borrower and risks his life everyday - could be seen or stepped on.

His job is dangerous.

If he meets a human, it is uncertain what could happen to him.

Answer to celebrate:

Discussed dangerous:

Discussed humans :

Discussed survive :

Preparation is Different From Planning

Planning

What questions and what
activities about what content for
how long.

Preparation

Written exemplar
Likely errors
Data tracking
Means of Participation

The Mystery Solved!!

Just about the simplest model of the mind possible.

Environment



Working Memory

(site of awareness
and thinking)



Long-Term Memory

(factual knowledge and
procedural knowledge)

- Means of Participation
- What to do cycle
- Lesson Preparation

Reduce the burden
on teacher working
memory

