

Module Summary

In this module, teachers will:

- Examine how the brain absorbs information and transfers information from working memory to long-term memory.
- Explore instructional strategies that will engage emotions to improve memory retention.

Module activities:

Teachers explore example of two different strategies to engage the emotions of their students.

Module Key Takeaways

Essential knowledge:

Anything that is not viewed as personally meaningful or necessary for survival is quickly forgotten. In fact, about 98% of all incoming information is discarded (Tileston, 2004). An experience that causes an individual to have an emotional response is more likely to be remembered than one that doesn't (Willis, 2006). The brain views emotional responses as an indication that the given experience has value and should be remembered.

Essential skill:

The teacher is introduced to two strategies to engage the emotions of his or her students. They include:

- **Create a culture of joy:** Students feel safer and more willing to learn in a joyful environment. A teacher can create this culture by regularly including learning games and humor in his or her lessons. The most important way a teacher can create a culture of joy is by showing her own excitement and enthusiasm for the content she teaches.
- **Create relevant experiences:** When content is relevant to the life and environment of a student, he or she is more likely to make an emotional connection to that content and store it in long-term memory.

Essential mindset:

People remember information that is important to them. When information is relevant to our lives and engages our emotions we are less likely to forget it. The same is true for students. When a teacher takes the effort to make the content he teaches relevant and engaging to students, they are more likely to remember it long-term.

The Skill in Action

A teacher who regularly engages the emotions of her students has a positive classroom culture. Learning is meaningful, fun, and relevant to the lives of the students. Students in this class are excited to learn. The students in this class rarely experience cognitive overload, and in fact have an increased ability to remember new content and skills.

Questions for Discussion

The following is a list of suggested questions for engaging in a reflective dialogue with the teacher, either before or after he or she attempts to implement the skill.

- How do you believe the knowledge and skills highlighted in this module will benefit your growth as a teacher?
- What are your key takeaways from the module?
- What struggles or challenges do you think you may encounter when implementing the strategies and skills from this module?
- How do you plan on engaging the emotions of your students?
- How can I help you in your process of mastering this skill (ex: observation, look over lesson plan, follow up conversation, etc.)?

 **Standards Alignment**

InTASC standard: 8(e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.