

# Engaging Emotions to Improve Memory Retention Resource Bundle

---



- I. [Engaging Emotions to Improve Memory Retention Resource](#)
- II. [References](#)

# Engaging Emotions to Improve Memory Retention

Resource [\(Back to Table of Contents\)](#)



## Why It Works

Sensory input that enters the brain is immediately filtered based on whether it is important for survival, personally meaningful, or neither. Information that is personally meaningful can immediately link to existing neural networks and be processed efficiently.

Positive, pleasurable experiences cause the body to release dopamine. The release of dopamine increases an individual's ability to pay close attention to his or her surroundings and remember what is occurring.

## Strategies to Engage Student Emotions

Strategy	Explanation	Examples
<b>Culture of Joy</b>	Create a positive, fun environment through the use of learning games and humor. Teachers should be excited and enthusiastic about the content they are teaching. When students experience joy, their brains release dopamine and their memory improves.	<ul style="list-style-type: none"><li>• In social studies, students showed outrage after learning about a few of Andrew Jackson's policies. The teacher surprises students and holds a mock trial for President Jackson. Students debate the ethics and morality of actions such as the Indian Removal Act and the breakup of the national bank.</li><li>• In an elementary class, students plant seeds and track the growth of vegetable plants. Students use these plants to learn about photosynthesis, how to chart growth on a graph, community sustainability, and healthy eating. Each student gets to name a plant and bring it home at the end of the year.</li></ul>
<b>Personal and Real-world Relevance</b>	Prime students for learning by helping them personally connect to the content. Make all learning relevant and meaningful. Put a personal touch on all instruction. Incorporate learning experiences that center on real-world problems.	<ul style="list-style-type: none"><li>• In ELA, students use speeches from local politicians to practice finding an author's claim and evidence to support that claim.</li><li>• In business and information technology, students use computers and knowledge of advertising to make public service announcements that address current issues pertinent to kids. Students track the effect of these PSAs on the student body.</li></ul>

# Engaging Emotions to Improve Memory Retention

References [\(Back to Table of Contents\)](#)

- Baddeley, A., & Andrade, J. (2000). Working memory and the vividness of imagery. *Journal of Experimental Psychology-General*, 129(1), 126-145.
- Bailey, F. & Pransky, K. (2015, July 16). Implications and applications of the latest brain research for learners and teachers [Webinar]. In *Association for Supervision and Curriculum Development Webinar Series*. Retrieved from: <http://www.ascd.org/professional-development/webinars/implications-and-applications-of-brain-research-webinar.aspx>
- Bailey, F. & Pransky, K. (2014). *Memory at work in the classroom: Strategies to help underachieving students*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Black, K. J., Hershey, T., Koller, J. M., Videen, T. O., Mintun, M. A., Price, J. L., & Perlmutter, J. S. (2002). A possible substrate for dopamine-related changes in mood and behavior: Prefrontal and limbic effects of a D3-preferring dopamine agonist. *Proceedings of the National Academy of Sciences of the United States of America*, 99(26), 17113-17118.
- Bransford, J.D., Brown, A.L., & Cocking, R.R. (Eds.) (2004). *How people learn brain, mind, experience, and school*. Washington, D.C.: National Academy Press.
- Gathercole, S.E., & Alloway, T.P. (2008). *Understanding working memory: A classroom guide*. London: Harcourt Assessment.
- Gathercole, S.E., Lamont, E., & Alloway, T.P. (2006). Working memory in the classroom. In S. Pickering & G. Phye (Eds.), *Working memory and education* (pp. 219– 240). San Diego, CA: Academic Press.
- Jensen, E. (1995). *Super teaching: Over 1,000 practical teaching strategies (3rd ed)*. San Diego, CA: Brain Store.
- Jensen, E. (1998). *Teaching with the brain in mind*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Laster, M.T. (2008). *Brain-based teaching for all subjects: Patterns to promote learning*. Lanham, MD: Rowman & Littlefield Education.
- Marzano, R. J., Pickering, D., Pollock, J. E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Reif, F. (2008). *Applying cognitive science to education: Thinking and learning in scientific and other complex domains*. Cambridge, MA: MIT Press.

Sprenger, M. (2002). *Becoming a "wiz" at brain-based teaching: How to make every year your best year*. Thousand Oaks, CA: Corwin Press.

Tileston, D. W. (2004). *What every teacher should know about learning, memory, and the brain*. Thousand Oaks, CA: Corwin Press.

Willis, J. (2006). *Research-based strategies to ignite student learning*. Alexandria, VA: Association for Supervision & Curriculum Development.

Willis, J. (2007). *Brain-friendly strategies for the inclusion classroom*. Alexandria, VA: Association for Supervision & Curriculum Development.