Module Summary

In this module, teachers will:

- Examine how the brain absorbs information and transfers it from working memory to long-term memory.
- Explore instructional strategies for creating multi-sensory experiences to improve memory retention.

Module activities:
Teachers explore example of three different strategies to create multi-sensory experiences for their students.

Module Key Takeaways

Essential knowledge:
Multi-sensory experiences are learning activities that activate more than just one of your students’ five senses. Multi-sensory experiences allow for information to be encoded into multiple areas of the brain. Stimulating multiple senses at once creates more brain connections, allowing for faster recall of content and skills (Bailey & Pransky, 2014; Jensen, 1995; Laster, 2008; Marzano, Pickering, Pollock, 2001; Spraenger, 2002; Willis, 2007).

Essential skill:
The teacher is introduced to three strategies to create multi-sensory experiences in their classroom. They include:

- **Visualization:** During visualization, the brain functions as if it were actually experiencing the sensations in real-time rather than just remembering information (Willis, 2006).
- **Hands-on experiences:** If you make learning more tactile for students and allow them to experience learning in the physical world, information is more likely to be stored in their long-term memories (Bailey & Pransky, 2014).
- **Auditory experiences:** Tap into the auditory cortex through the use of sound bites, music, and speeches.

Essential mindset:
Teachers need to move from planning lessons to planning for learning (Jensen, 1995; Tileston, 2004). Being a content and strategy expert is important, but is of little worth if students can’t remember anything from a lesson. A teacher who incorporates multi-sensory experiences into her lessons helps her students increase their memory retention.

The Skill in Action

A teacher who regularly uses multi-sensory experiences engages his students in different ways throughout a lesson. There is no forty-five minutes of chalk-and-talk in this classroom. Students learn through hands-on experiences, visualization, and auditory experiences. 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?
- What multi-sensory experience do you plan on trying with 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.