## **Learning Support: Responsive Teaching**

## **A weekly blog that will be emailed, with hard copies available in the HS faculty room; format generally the same**

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## **November 16, 2018 Theme: Brain rules**

## **More cool things**

Maritza collected Physics homework—a summative assessment—by having the girls walk up and turn in their papers. She quickly looked over the papers and discovered a pattern of errors. She handed the papers back, did a quick review, asked students to re-evaluate their responses and fix their errors on-the-spot, then recollected. I loved this quick formative assessment which provided immediate feedback, vs waiting until she discovered the errors later while grading papers.

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## **Cool things seen & heard in classrooms**

Kahoot: I love Kahoot as a learning activity, but had recently been wondering—is it a problem for slower processors? Then I saw Eve’s use in math class: she has a two-part structure. First, about 2 minutes are given for students to work a problem and choose an answer like “I get it!” “I think I have it but not sure”, etc. Then, 1 minute or so to actually select the right answer. This gives the slower processors a little more time and requires all students to think metacognitively.

## **Strategies and structures**

Change up learning activities more frequently…and not just another reading/writing/teacher-to-student activity. Really, a noticeably different activity. You can always come back to the original activity in a later segment (which is actually good for repetition and reinforcement).

This might not apply to activities where you’re encouraging flow, but for sedentary activities, pay attention to the brain’s need for the body to move.

Include more movement: stand up; talk in pairs while standing; everyone goes to the board; line up in two lines facing each other for an oral activity, then have the lines move to create new pairs, etc.

If the laptop or phone is not necessary to a particular task, make sure everyone’s is closed or put away! Many students are unable to stop themselves from multi-tasking during class: emailing shopping, doing other homework.

## **Brain-based corner**

***We don't pay attention to boring things.***

* We pay attention to things like emotions, threats and

sex. *Can I eat it? Will it eat me? Can I mate with it?*

*Will it mate with me? Have I seen it before?*

***The human brain evolved under conditions of almost constant motion.***

From this, one might predict that the optimal environment for processing information would include motion. That is exactly what one finds. Indeed, the best business meeting would have everyone walking at about 1.8 miles per hour.

***The brain is not capable of multi-tasking; it’s actually just switching between tasks.***

* We can talk and breathe, but when it comes to higher level tasks, we just can’t do it.
* Rapid switching between tasks increases error rates and the time it takes to accomplish a task.
* The always online organization is the always unproductive organization

*from John Medina, Brain Rules*

<http://brainrules.blogspot.com/2009/03/10-minute-rule.html>

<http://www.brainrules.net/exercise>