

Andrew Watson

A classroom Teacher's Introduction to the Science of Learning: Memory, Motivation and Attention



September 28 & 29, 2019

At Nagoya International School

In conjunction with Discovery International School & Nagoya International School

Overview

How do brains learn? How do they focus? How do they get past frustration?

In recent decades, neuroscientists and psychologists have discovered remarkable truths about learning, concentration, and perseverance. Sadly, this brain research is often too abstract for teachers to use in classrooms.

This lively workshop introduces the neuroscience of memory, motivation, and attention. From that foundation, we will explore practical classroom strategies: how best to shape a lesson plan, a syllabus, an assessment, a discussion, a classroom.

Registration Information

Location:

Nagoya International School (NIS), 2686
Minamihara, Nakashidami, Moriyama-ku,

Nagoya, Japan 463-0002

WEB: www.nis.ac.jp

TEL: 052-736-2025

To Register,

go to www.nis.ac.jp and look under
'professional development' in community'

Cost: ¥15,000

For hotel reservations we recommend the
Kachigawa Plaza Hotel

(or any available hotel on the JR Chuo Line)



Workshop Agenda & Presenter

Day 1: Memory and Motivation

Research into human memory systems has yielded many helpful surprises. We start with this remarkable fact: we have many different, competing memory systems. To help our students learn, we have to understand and negotiate those conflicts.

The morning begins with working memory, a mental capacity that holds and combines many pieces of information. Sadly, limits on this crucial memory system constrain students' thinking and learning. We will explore how teachers can anticipate and identify working memory difficulties. And, we will discuss many research-informed strategies for solving those problems.

In the afternoon, we turn to student motivation. By studying the forces that demotivate our students, we can better understand the problems that hinder learning. And, we will discover strategies to overcome them.

Carol Dweck's work on Mindset looks at beliefs that discourage students, and the teacherly guidance that inspires them to recommit to their work. Claude Steele's theory of Stereotype Threat explains our students' counter-intuitive responses societal beliefs about gender, race, class, learning difference, and a host of other stereotypes. Drawing on Mindset research, Steele shows how schools can build confidence and deepen learning.

Day 2: Understanding Human Attention

On Sunday, we will explore an essential cognitive capacity: attention. Once teachers understand how attention truly functions, we can work more effectively with the brain systems that help students focus and learn.

Posner's Tripartite Theory of Attention—focusing on alertness, orienting, and executive attention—helps explain our classroom challenges. It also organizes several specific strategies to foster that rarest of educational experiences: a classroom full of highly focused students.

Daily Schedule:

Saturday

09:00 Registration & Coffee

09:30 Workshop Begins

15:30 Workshop Ends

15:30 Social (optional)

Daily Schedule:

Sunday

09:00 Coffee

09:30 Workshop Begins

12:30 Q&A Session

14:00 Day 2 Ends

About the Presenter:

Author, teacher, and international speaker ANDREW WATSON has been connecting brain research with schools for more than a decade. A one-time dean of faculty, and an awardwinning teacher with 16 years of experience, Andrew now explores and explains psychology and neuroscience to teachers, students, and parents around the globe. Founder and President of education consultancy Translate the Brain, he has worked in dozens of schools: from Johannesburg to New Jersey, from Florida to Finland.

His book Learning Begins has been called "an invaluable resource: lucid and approachable," offering "research-based strategies and concrete examples that can be implemented immediately."

