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Emotion

Brain can't

Multi-task

Remember

to really notice mose.

to repeat

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The teachers at this conference are thinking about "brain-friendly teaching". You probably are, too. But not every teacher is. The field, MBE (Mind, Brain & Education) is new and many teachers really don't know about it. What can you do in "brain-unfriendly classes?" DIY – Do it yourself. See which of these ideas make sense for you.

• Go for emotion. You brain loves emotion – which stimulates Repeat to remember cted to memory and motivation. (Reference: can you go for emotion in class? Look for about. When you have a choice of topics a fec

for a project, go for the most interesting topics, not the easiest Take notes (on your mind map). Illustrate them – funny st. - On your notes, what is interesting? Mark it ©. s important? !!!! So-so: ~ No: X Some people like

studying with music (instrumental). If it relaxes you, use it.

Repeat 1an brain cannot multi-task on cognitive (thinking) al and mental things at the same time) (M. car e really doing a series of single tasks and vou get started each time. When you are studying, turn off your phone and your computer (unless you are

using your computer to study). Background music is ok if it relaxes you. Instrumental is better than vocal because you don't want to be paying attention to the words. By the way, no multitasking doesn't mean no distractions or breaks. Your brain needs a

> **er to repeat**. (M, p.125) During a lecture (the teacher is ey phrases and new ideas. You want

• **Spaced repetition.** (T, p.132) Review and repeat information after class, the next day, etc. You want to move information

king (hart taum) memory" to "long term memory." the information several times. Jaybe on the train/bus on the way hom

> • Move. Your body was designed to walk 10-20 kg Almost nobody does that now. But get into a rout and walking. (R, p.9) Move when you can in class. If the teacher says, "Pairwork. Find a partner." Stand up and find someone on the other side of the room to work with. Moving for 1 minute

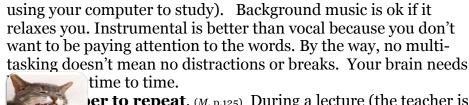
sends a 15% increase of blood (and therefore oxygen) to your

















brain (S, p.34). Move In a class where you can't move around, maybe stretching exercises like they recom ere's idea: For most people, leaning is so k wit during lunch. Tell your partner wha Lis partner. That way you are doing spa on and movement.

• Use many senses (multi-sensory learning) (T, p.34). You learn more when using more sensed Repeat



ust t hysi





- If the teacher is talking with no Po



idea in



with several different colors. Vary colors, writing styles, etc. Add pictures, dates, etc.



• Learn to deal with stress. You will experience stress. Repeat remember 'S is

is not necessarily a bad thing. with it. The first idea, go for r interesting topics, not easy tasks. ging but that increases "good

stress." To deal with other stress, try to exercise at least 30 minutes three days a week. Some people like meditation. Yoga



low yoga breathing, counting silently as you do it: breathe out nouth)-2-3-4-5-6, hold you breath 2-3-4-5, breath in (through the old 2-3-4-5. Do this 5-10 times. You can even do it on the train/ oo crowded and no one will notice. Try it in class before tests, etc.



• Break lectures into 10-minutes chunks mentally. It t if teachers broke up their talks into 10-minute nany don't (M, p.120). But you can in your mind. If his without losing track of what the teacher is a 30-second mental break every ten minutes.

Breathe deeply, stretch (even though you are in your chair), think of a word or picture that describes the last ten minutes.

Then focus on the teacher again.





• **Get enough sleep** (M, p.37). That is when information moves from working memory to long-term memory. This happens in your hippocampus— which is just as important to your learning as your university campus. "An hour of sleep is at least equal to an hour of studying." If you have time and a place to do it, take a short nap (a short sleep) early or mid- afternoon. A NASA study found that a 26-minute nap lead to a 34% increase in

productivity. (BTW, I'm not suggesting sleeping in class (-0^).)

References: M = Medina, John (2014) Brain Rules. (2014). Seattle: Pear Press. (available in 日本語)

R= Ratey, John (with E.Hagerman) (2008) Spark: ... Exercise and the Brain. New York: Little Brown.

S- Sousa, David A (2011), How the Brain Learns. Thousand Oaks, Ca: Corwin.

T= Tokuhama-Espinosa, Tracey (2014). Making Classrooms Better. New York: Norton.

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