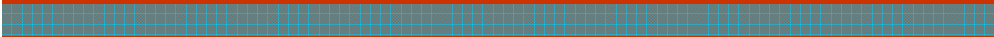


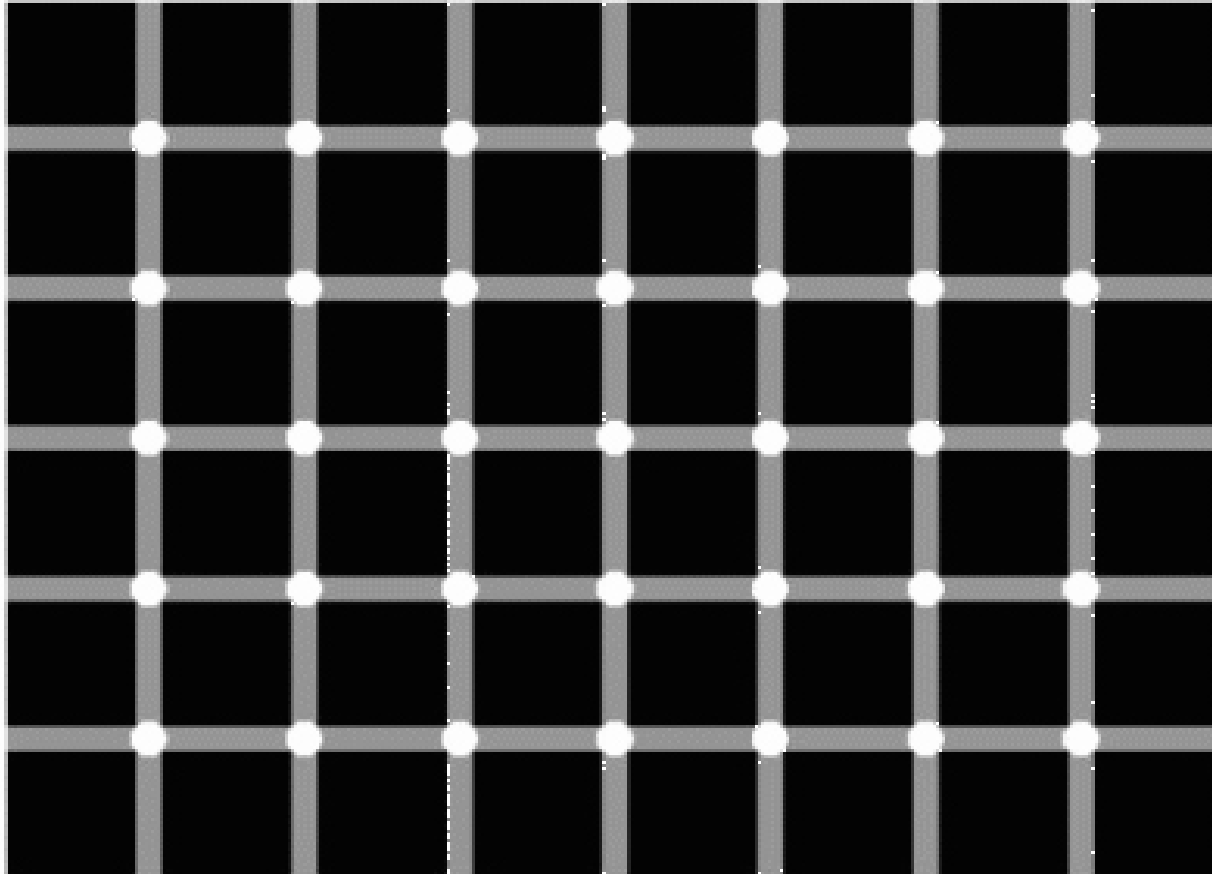
Understanding Student Behavior and Creating Effective Learning Environments



Faculty Institute on Teaching and Learning
Rochester Institute of Technology
May 30, 2006

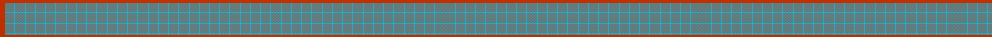
Todd Zakrajsek, Director
Faculty Center for Innovative Teaching
Central Michigan University
989-774-7008
Zakra1t@cmich.edu

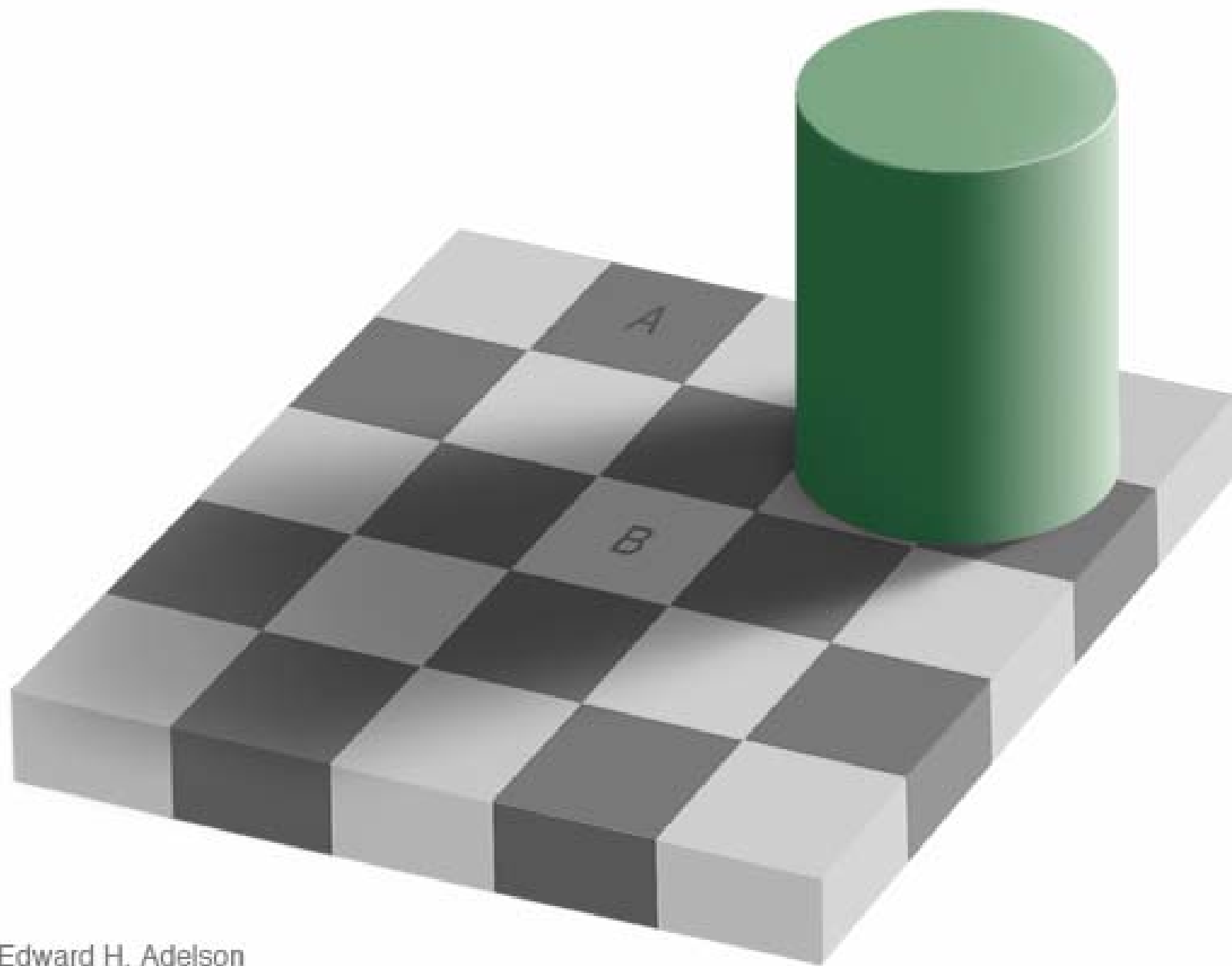
New Florida Ballot System



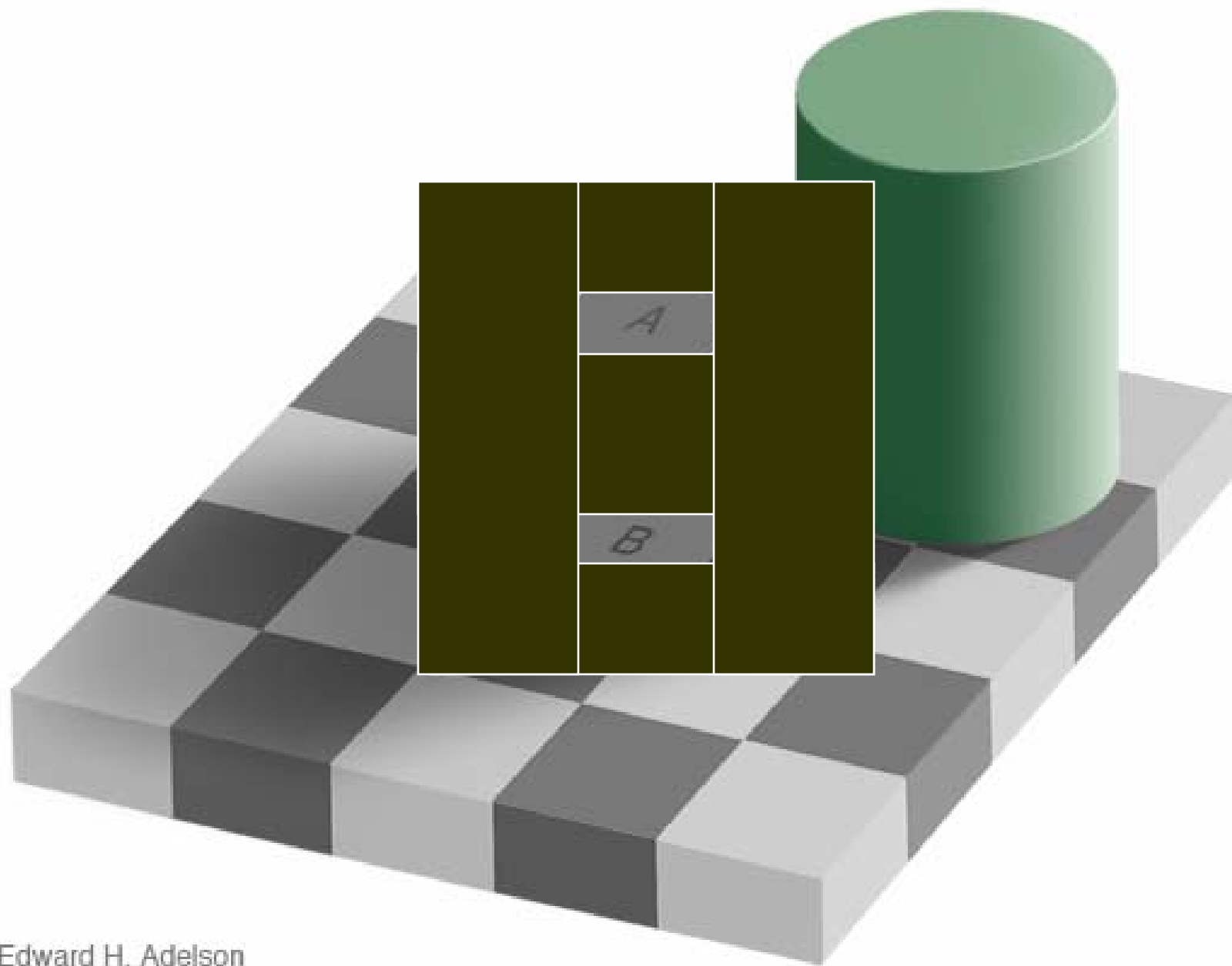
Example: White dots Gore and Black dots Bush

5 – Minute University






Edward H. Adelson



Edward H. Adelson



Penny



**What one “thing” has worked
well in your class over the
past year?**

Encoding Specificity

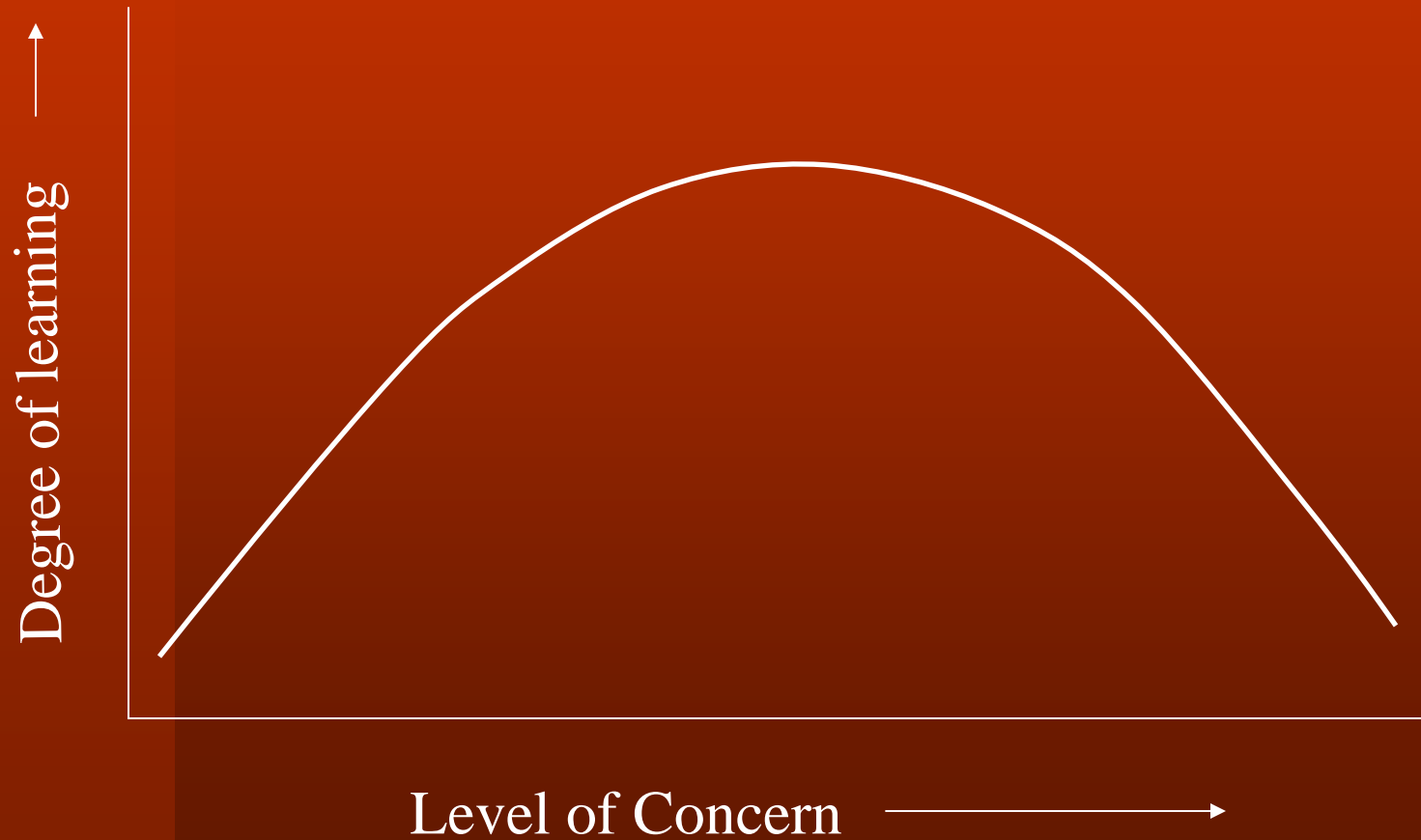


Practice at recall and as close as possible to test situation.

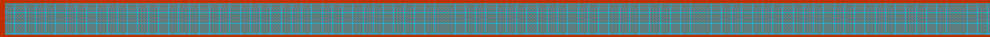
Stress and Confidence

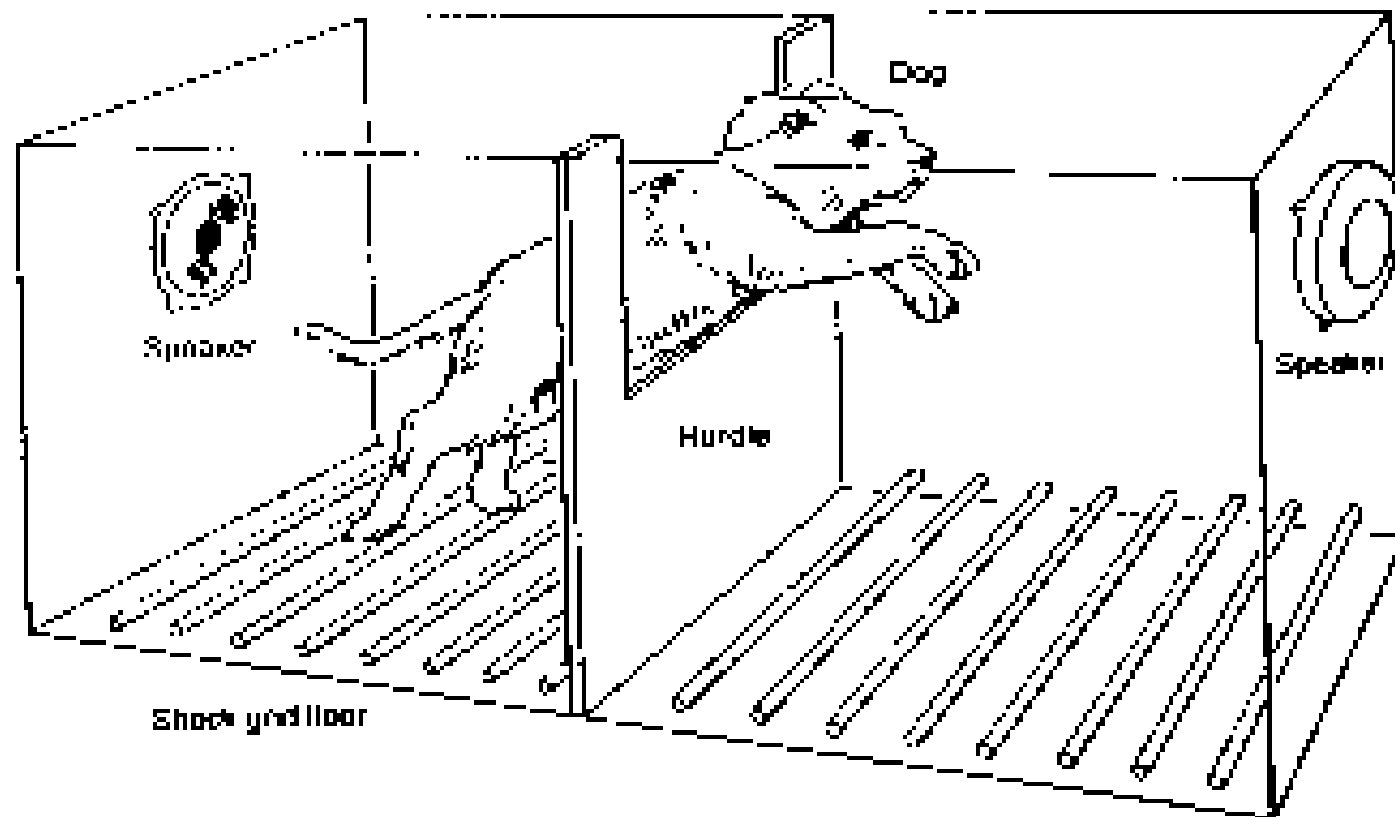
- Stress leads to the production of cortisol – which reduces ability to perceive and to think clearly, interfering with short-term memory
- Confidence and good mood increases production of serotonin, adrenaline, and noradrenaline, which puts us in a good mood and facilitates learning

Levels of Concern vs. Degree of Learning



Learned Helplessness















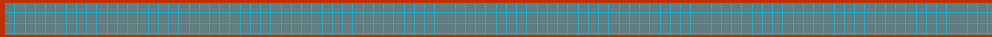


Attribution

Fundamental attribution error

- For others, overemphasize dispositional attribution
- For self, much more situational attribution

Serial Position Effect





Rest



Television



Tired



Awake



Dream



Lamp



Snore



Bed



Eat



Slumber



Sound



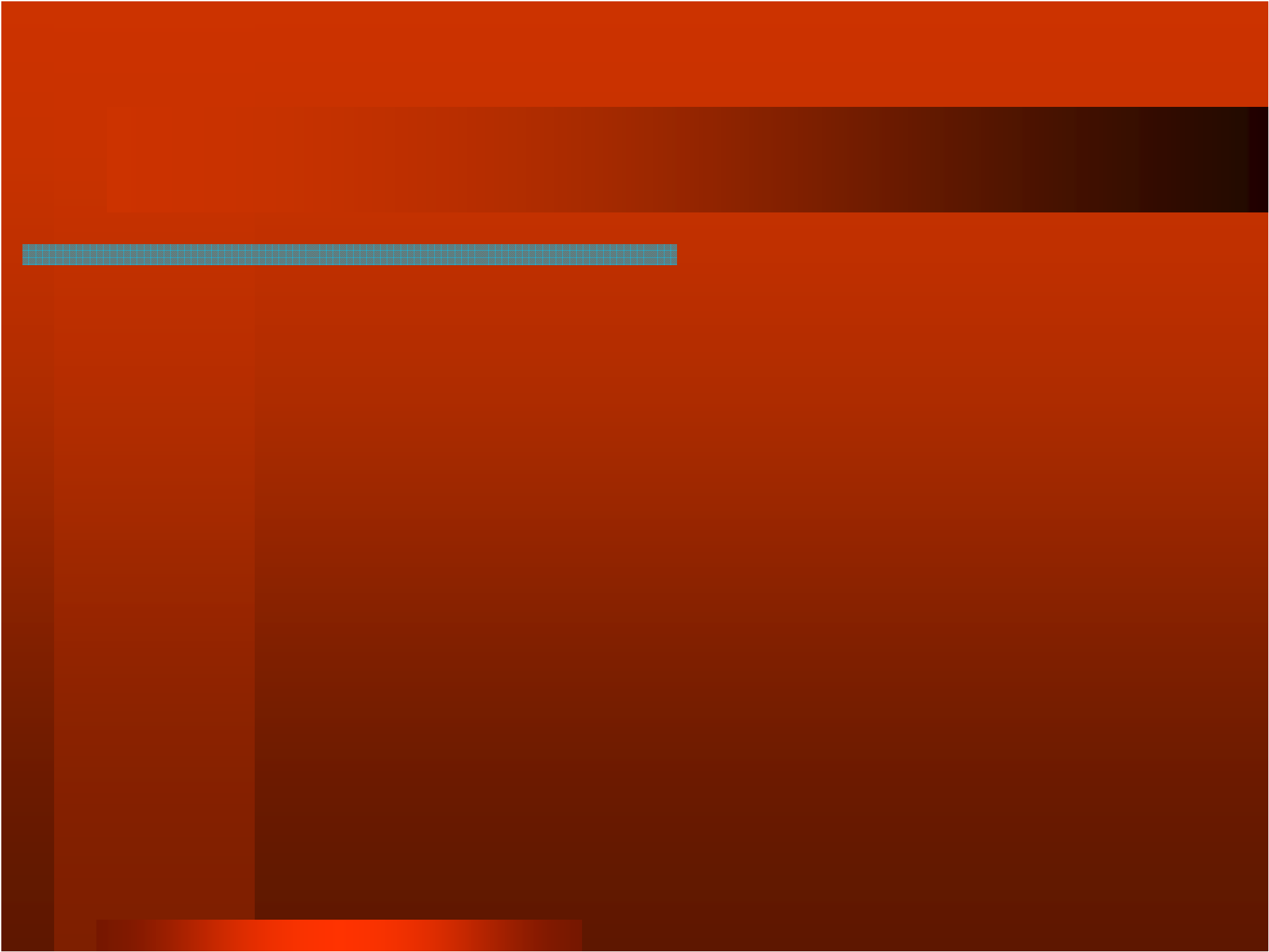
Comfort



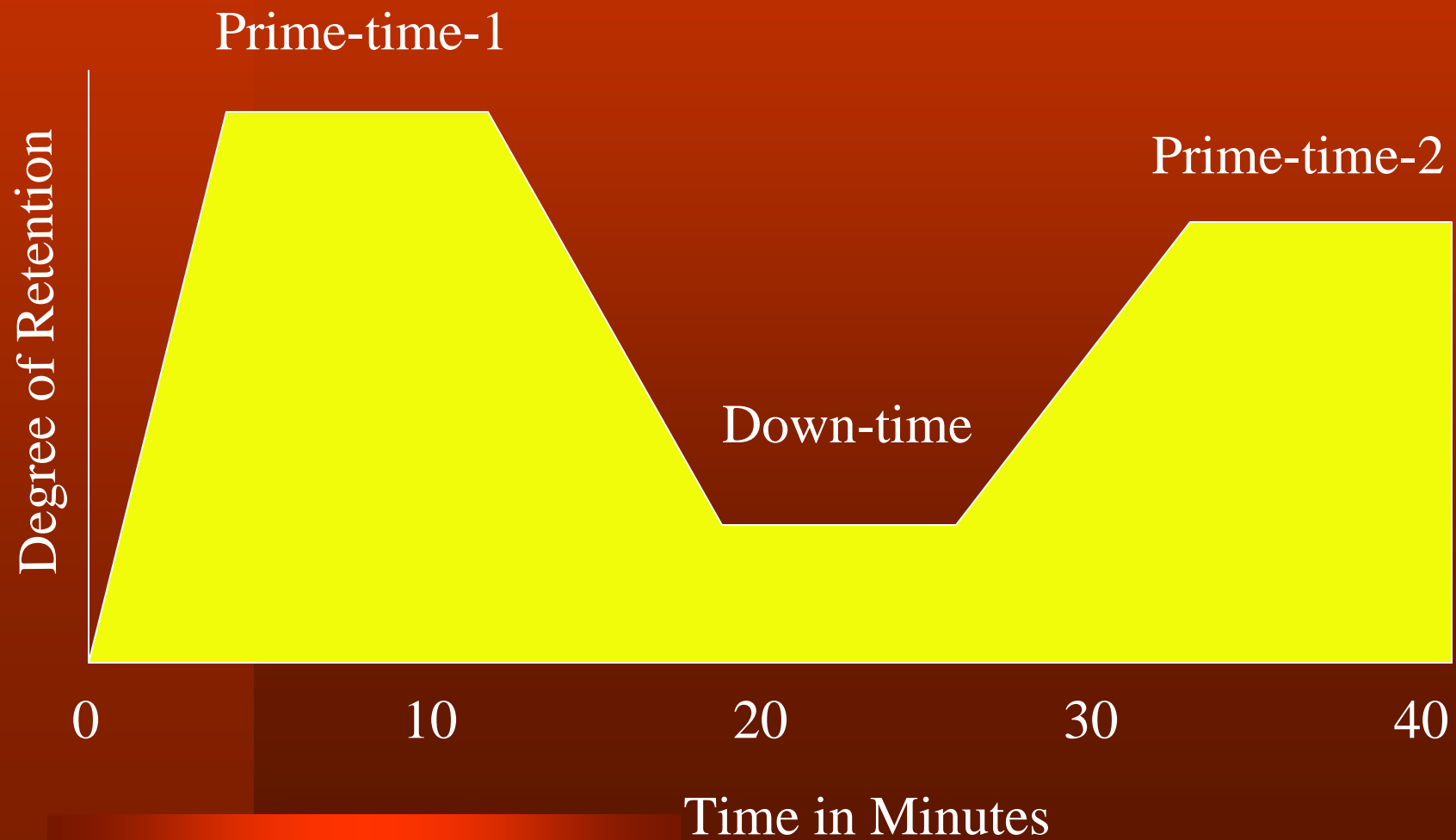
Wake



Night

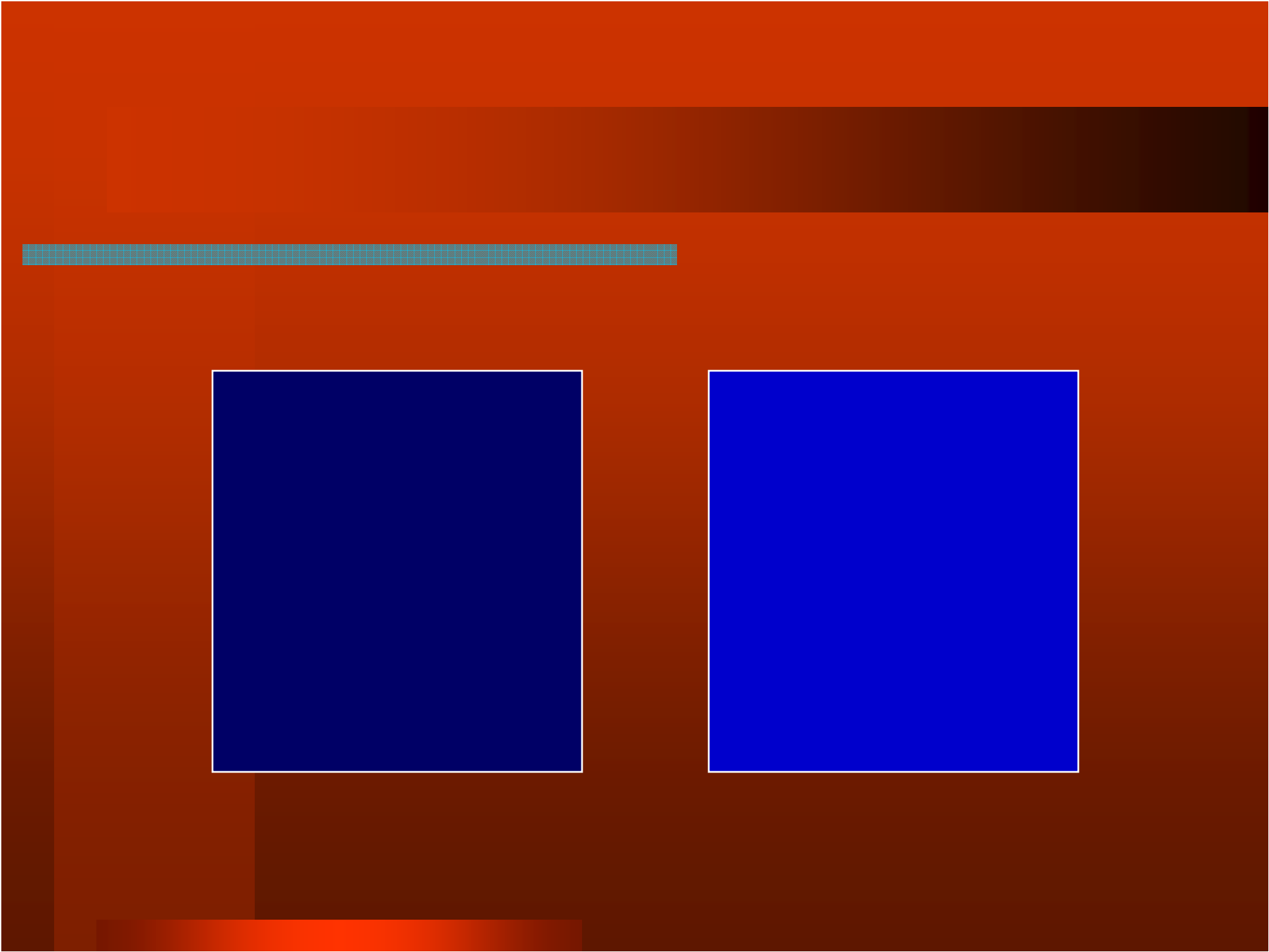


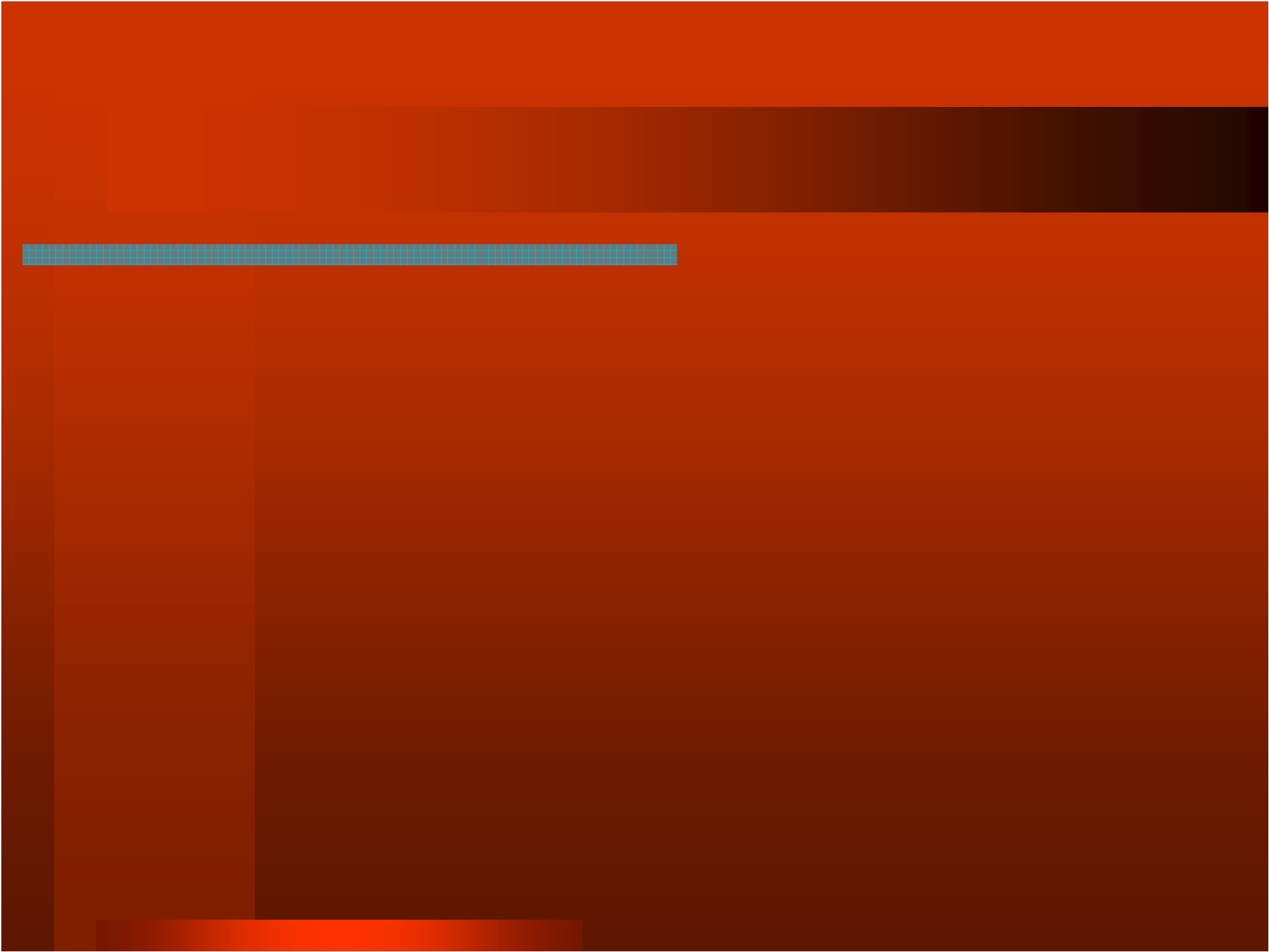
Retention During a Learning Episode

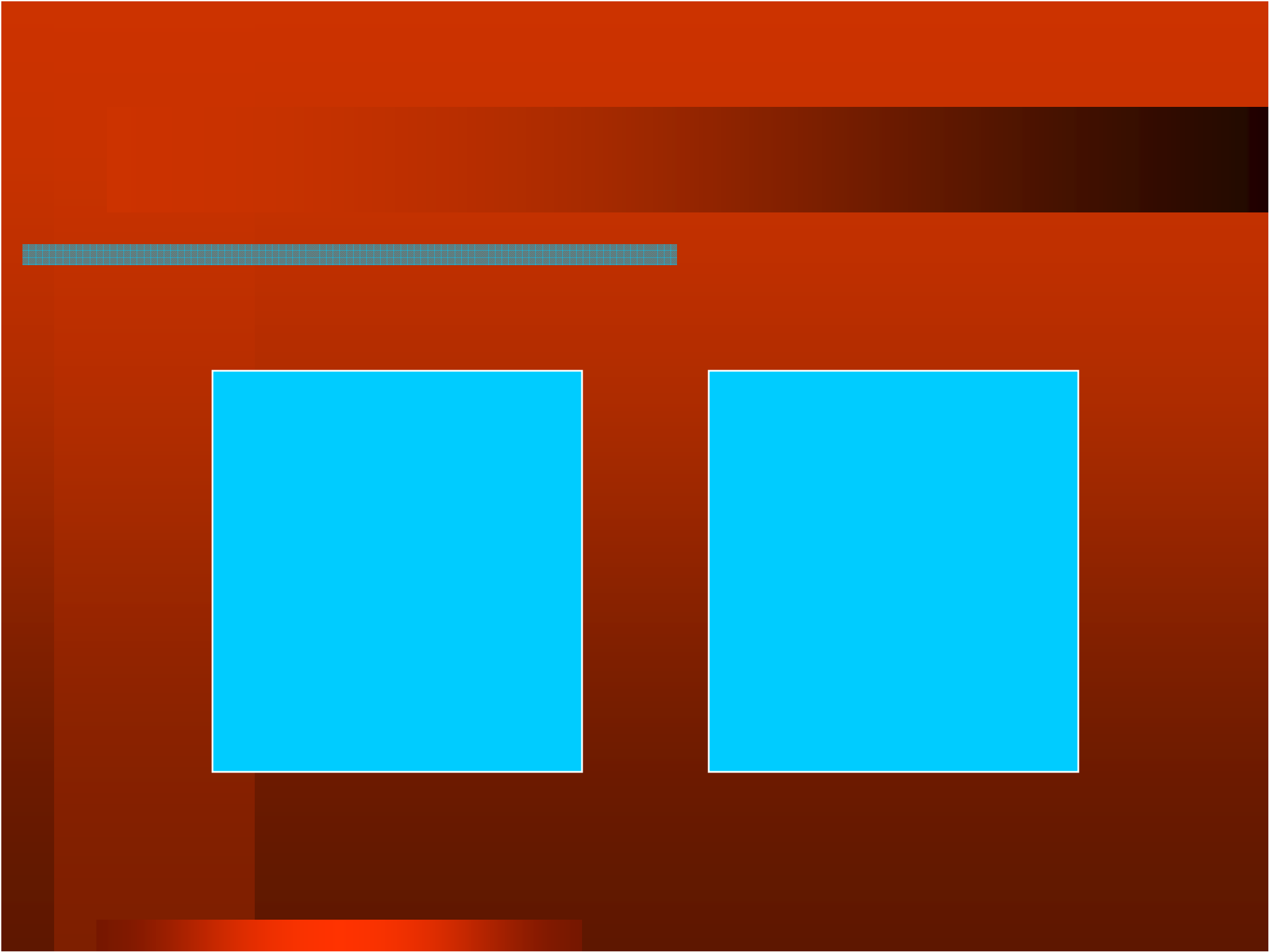


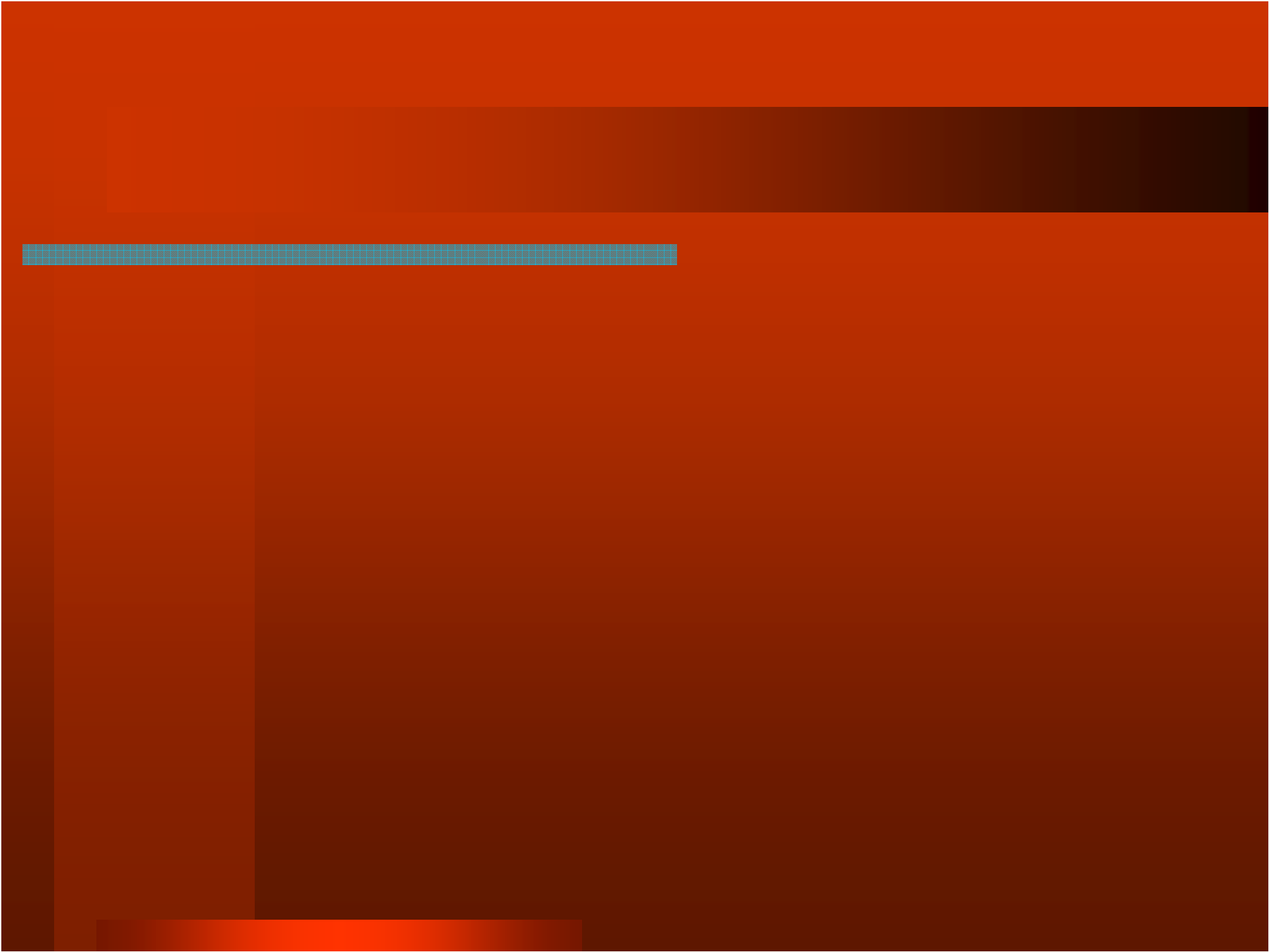
Experimental Neurosis

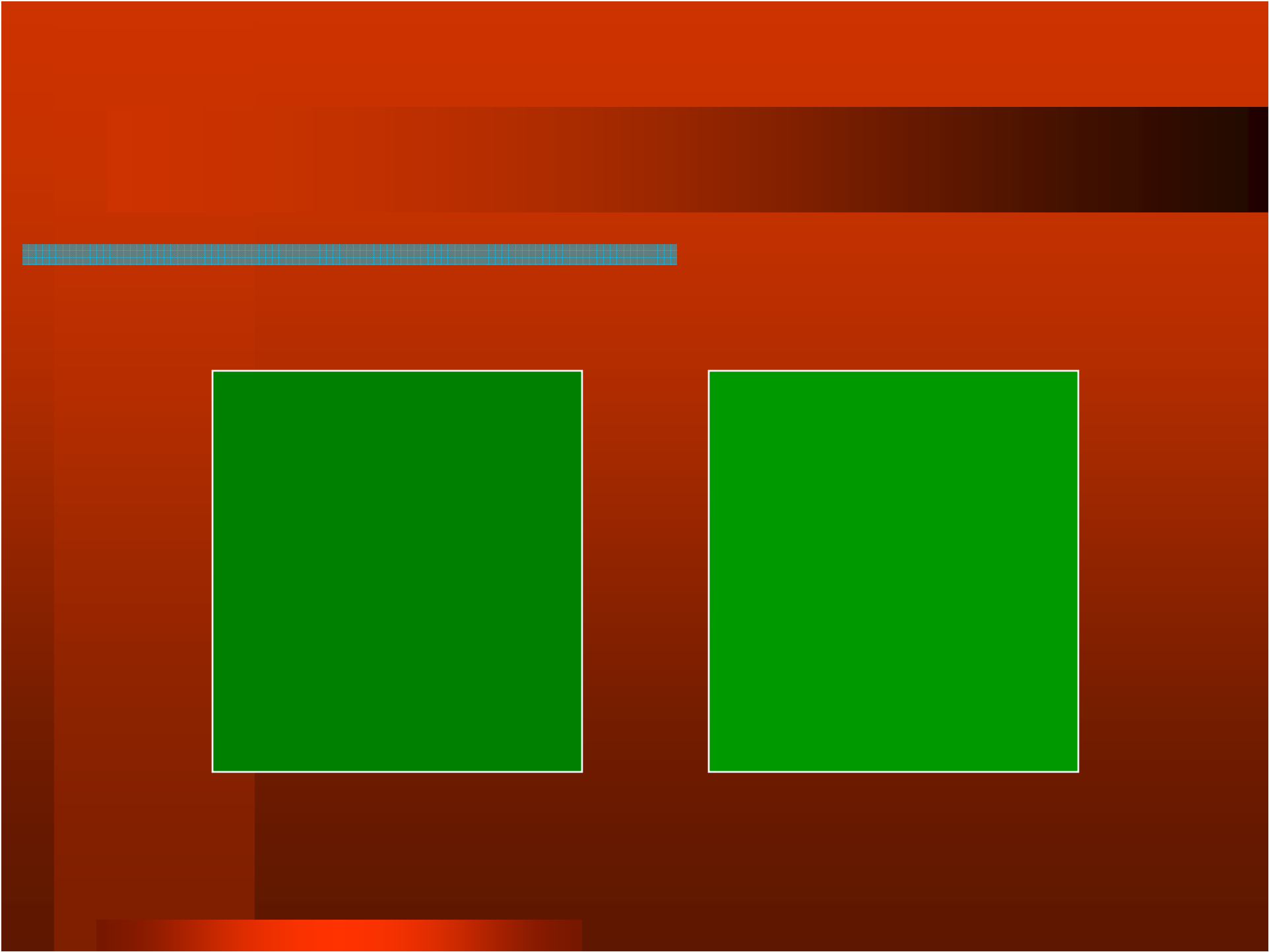
- Color blocks example

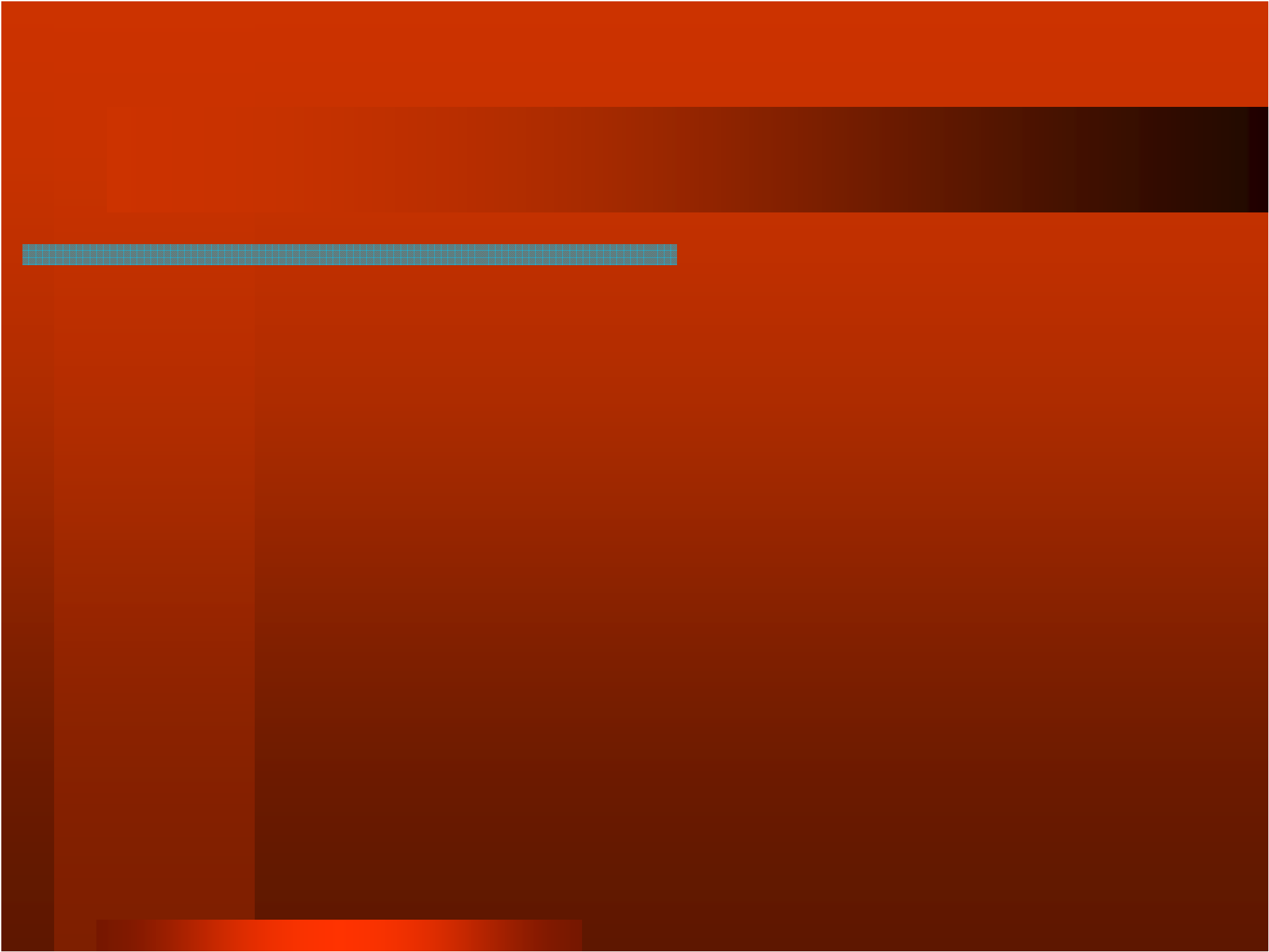




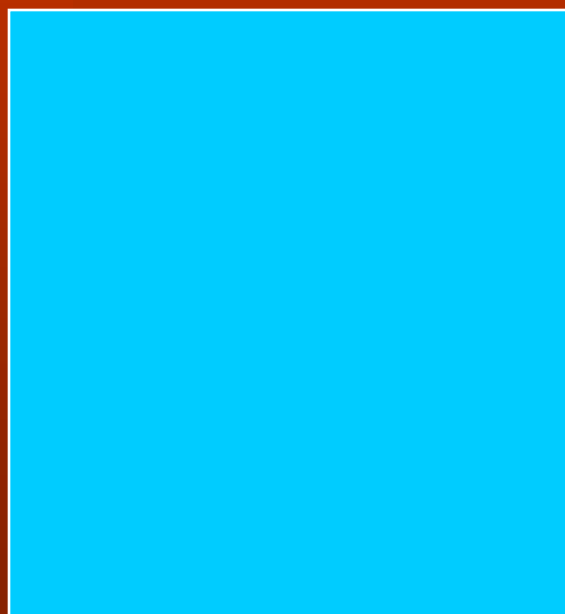


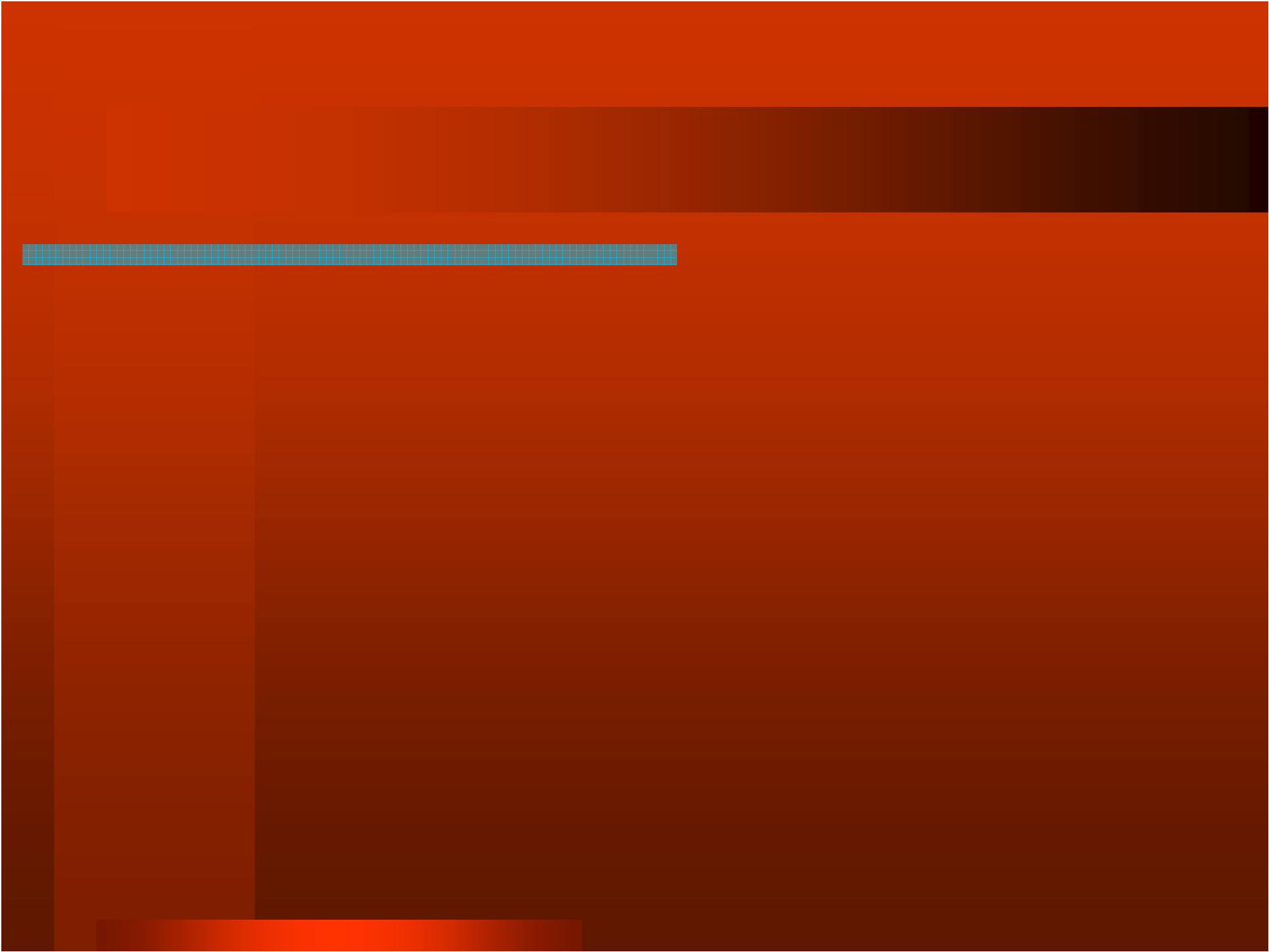




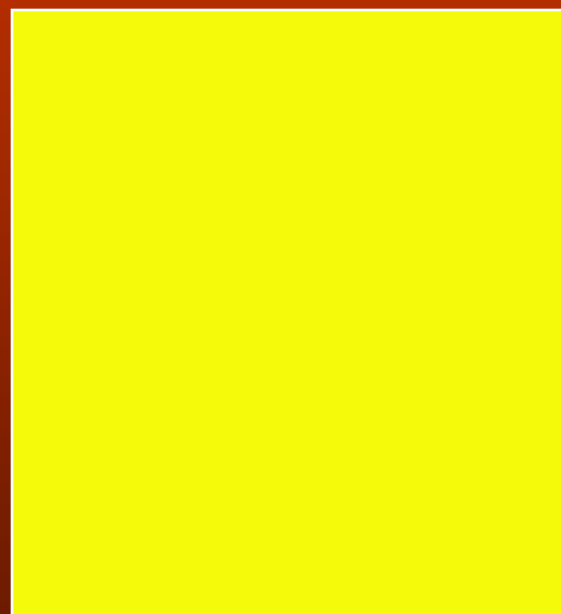
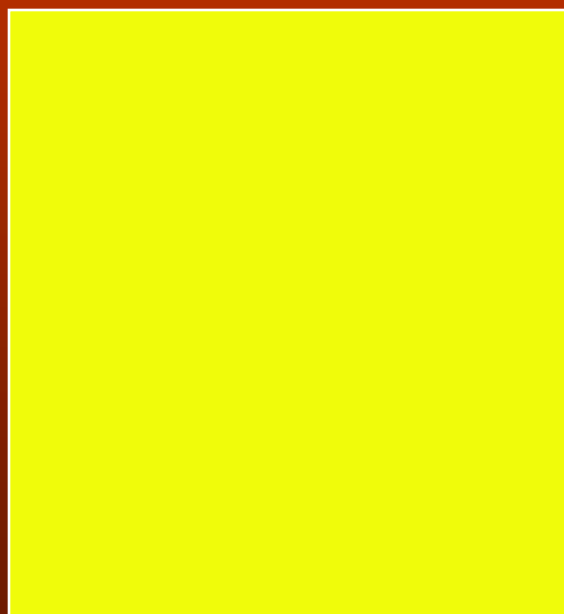


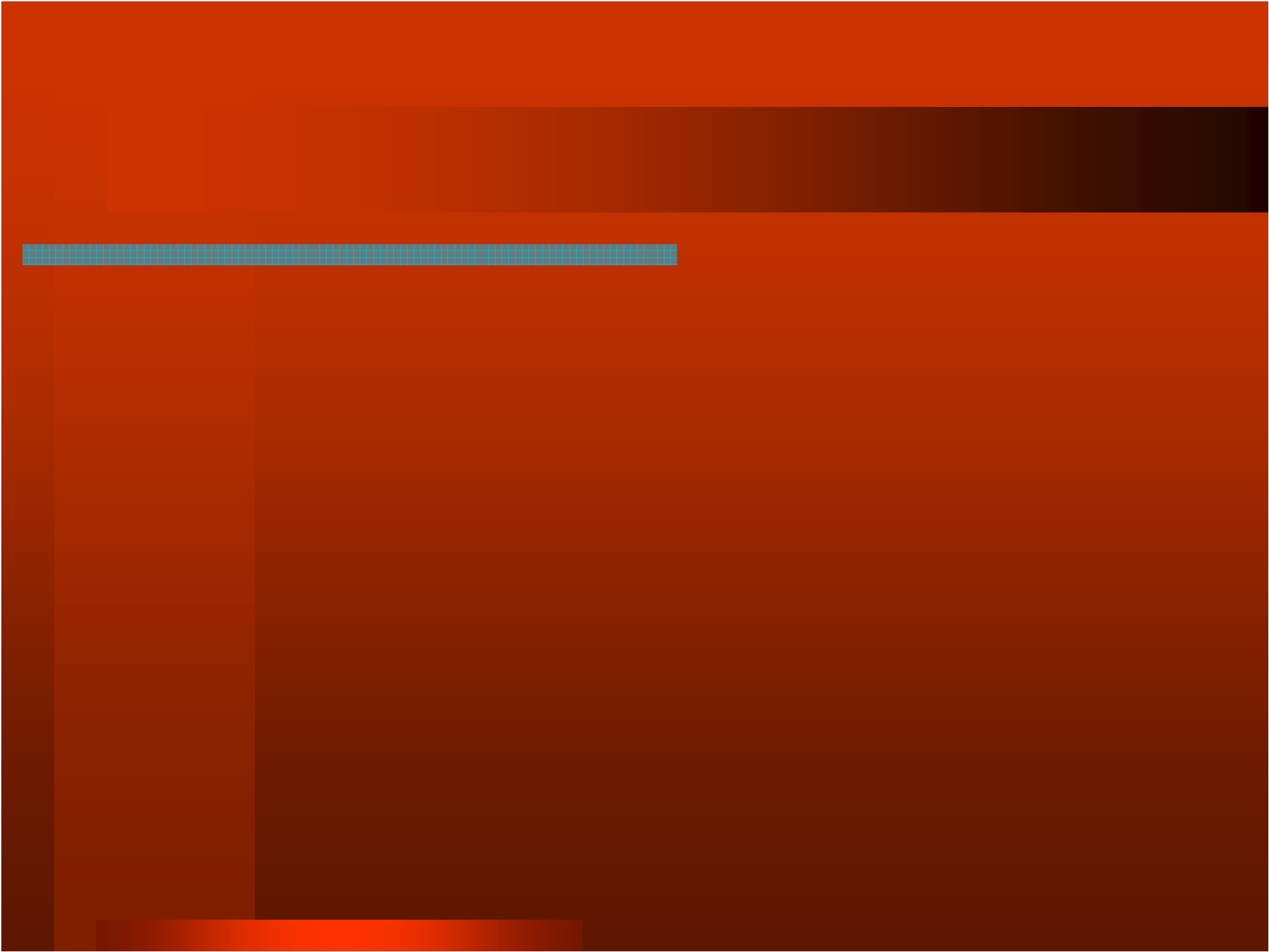
d






d








**While on a walk a few days ago,
John was hit by a car in the middle
of the afternoon just two blocks
from his house.**

What is the minimum number of words
needed to capture the most important
information above?

Teach in a Continuously Mindful Way



Students come to us with a wide variety of current personal situations, but also with a LOT of individual past personal experiences. All of this impacts the learning process. It is what makes each person unique, but the uniqueness is also what makes teaching so challenging...and rewarding.



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