Brain Matters

Translating Research into Classroom Practice

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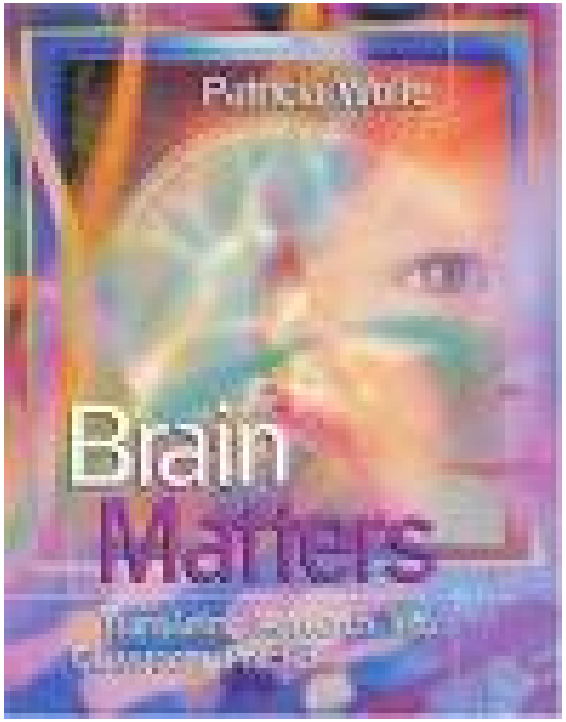

When stimuli comes into our brain…

A. We perceive a sight or sound.
B. We see or hear it.

We have to stay focused for our brain to pay attention to something.

A. True
B. False

The role of sensory memory is to

A. Disregard irrelevant data
B. Filter out all the information coming from the senses.
C. Initiate the fight or flight syndrome
D. Help us perceive incoming stimuli.
E. 1&2

Which two attention getting factors do teachers have more control over?

A. Novelty & movement
B. Intensity & emotion
C. Emotion & meaning
D. Meaning & intensity
E. Novelty & intensity

Our brain works like it does because

A. Of our genetics
B. Of the environment in which we were raised.
C. It has been essential to the survival of our species.

When our brain gets used to the same stimulus and we ignore it this is called

A. Boredom
B. Unsustained attention
C. Prescriptive factor
D. habituation

If your brain can’t find any previously activated networks to fit new information

A. It will create a new network to attach to
B. Our species will die out
C. Brain is less likely to pay attention to it.

Your brain can pay attention to 2 or more conversations and remember both equally.

A. True
B. False

Your brain is programmed to pay attention to and remember information that

A. Has a strong emotional reaction for you
B. You perceive as dangerous
C. You are reading from body language/facial expressions.
D. All of the above.

It is nearly impossible to consciously *process* 2 trains of thought at the same time, especially if they involve

A. School work
B. Same sensory modality
C. Negative thoughts
D. danger

Doing 2 things at once is the same as processing 2 inputs at once.

A. True
B. False

We can store how many units in our memory at once?

A. 18
B. 1
C. 5
D. 7

We can increase the amount of information by

A. Rote rehearsal
B. Elaborative rehearsal
C. Chunking
D. All of the above

Teaching is the same as telling

A. True
B. False

All of the following are examples of rote rehearsal except

A. Decoding
B. Playing piano
C. Driving
D. Comprehending laws of physics

To help learners store information and improve their ability to recall it, we need to make information

A. Less complex
B. Present it as chunks
C. Meaningful

One way to make info meaningful is to compare new concept with a known concept by using

A. Metaphors
B. Analogies
C. Similes
D. All of the above

If info is less inherently meaningful it is best to use

A. Acronyms
B. Mnemonics
C. Acrostics
D. Rhymes
E. All of the above

Linking a word to a place already in your memory and then taking a mental walk to visualize the items there is an example of

A. Narrative chaining
B. Keyword method
C. Loci mnemonics

Weaving items to be remembered into a story framework is an example of….

A. Narrative chaining
B. Keyword method
C. Loci mnemonics