

Juneau Basic Arts Institute: Arts and Cognition

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AGENDA

Monday, July 27th:

Setting the Stage: Belonging, Growth Mindset, Self-Efficacy & Purpose

Academic mindsets are students' beliefs about themselves in relation to school and learning. Farrington (2013) identified four key academic mindsets that predict positive academic behaviors, perseverance, and academic performance:

1. I belong in this academic community (Belonging)
2. My ability and competence grow with my effort (Growth Mindset)
3. I can succeed at this (Self-efficacy)
4. This work has value for me (Relevance/Purpose)

Fixed vs. Growth Mindset (Dweck, 2010): A person who ...

- Fixed Mindset: believes that intelligence is an inborn trait
- Growth Mindset: believes that intelligence can develop over time

After reading Dweck's book *Mindset* and her article *Even Geniuses Work* reflect upon the following questions:

1. How might the arts and an arts-integrated curriculum support the development of a growth mindset?
2. Are there teaching practices that you already employ in your classroom to support a growth mindset?

Tuesday, July 28th: Reducing Stress and Developing a Growth Mindset

Factors that Reduce Stress (Jensen, 1998):

- Predictability – class rituals (song, chants, celebrations, poetry)
- Physical activity – games, exercise and drama
- Transition time – dance, music, games, group discussions or journal writing
- Storytelling and humor
- Mobilize in face of threat – team & sport activities, drama public performance

Wednesday, July 29th: The Arts Make Learning Stick – Memory and Recall through John Medina's *Brain Rules*

1. Elaborate:

- *"Multisensory presentations are greater than the sum of their parts and are more elaborate. They have more accurate recall, better resolution and last longer, evident even 20 years later."*

- *“In one study, the group given multisensory presentations generated more than 50 percent more creative solutions on a problem-solving test than students who saw unisensory presentations.”*
- *“If information is presented orally, people remember about 10 percent, tested 72 hours after exposure. That figure goes up to 65 percent if you add a picture.”*

2. Episodic:

- *“Episodic memory has unlimited capacity, forms quickly, is easily updated, requires no practice, is effortless, and is used naturally by everyone.” ~ E. Jensen*

3. Engaging:

- *“Repeated exposure to information in specifically timed intervals provides the most powerful way to fix memory into the brain. Information is remembered best when it is elaborate, meaningful and contextual.”*

4. Encourages Collaboration and Integration:

- *“People usually forget 90 percent of what they learn in a class within 30 days... the majority of this forgetting occurs within the first few hours after class.”*

5. Exploratory:

- *“Like an addictive drug, exploration creates the need for more discovery so that more joy can be experienced. It is a straight-up reward system.”*

Thursday, July 30th: The Power of Stories

Getting & Keeping the Brain’s Attention (Jensen, 1998):

- | | |
|---------------------|-----------------------|
| • Emotion | • Pattern/Familiarity |
| • Relevance | • Movement |
| • Curiosity/Novelty | |

“Your ability to create a compelling introduction may be the most important single factor in the later success of your mission.” ~ J. Medina, Brain Rules

Homework Assignment Due Friday:

- Read through the Arts & Cognition packet and select three teaching strategies you plan to incorporate in your classroom for the coming year. Write these down and hand them in first thing Friday morning - remember your name ☺

Friday: Music Integrated Examples and Wrap-up

References:

- Dweck, C. S. (2010). Even geniuses work hard. *Educational Leadership*, 68(1), 16–20.
- Farrington, C. A. (2013). *Academic mindsets as a critical component of deeper learning*. Retrieved from http://www.whatkidscando.org/new/pdf/White_Paper_Academic_Mindsets_as_a_Critical_Component_of_Deeper_Learning_Camille_Farrington_April_20_2013.pdf
- Jensen, E. (1998). *Teaching with the brain in mind*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Medina, J. (2008). *Brain rules: 12 principles for surviving and thriving at work, home, and school*. Pear Press.