

----- FAB1 NOTES -----

FAB1 could be compared to an all-day music festival, where you saw 4 great headlining bands and much, much more, but it's so hard to explain later to your friends who weren't there.

Imagine just reading some random lines from a few of the many songs played at that music festival (versus being there and experiencing it all yourself live), and take these notes below as similar "snapshots" of quotable moments throughout the FAB1 day, offered from one observer's raw notes without further explanation.

----- Robert S. Murphy

We want to be at optimal brain levels, not just functional. (get neurons fired up)

Give stu. options, let them follow their passions..... Offer 3 levels of ?s, let them choose which level they do (easy, medium, hard).

Schools are artificial environments..... neurons need to be excited.

Memory is not book-like or computer-like..... there is no scientific proof of memory in the brain!

Memory is reconstructed every time..... we have "gist memory" which must be reconstructed every time we recall something.

What is the evolutionary purpose of memory?

Desire is powerful: Dirty Harry movie clip: " I gots to know!"

Instead of force-feeding stu., make them want to know.

Tap into power of prediction..... get stu. to predict, discuss, publicly announce answers.

Can tier the work both vertically and horizontally: vertical- different levels of difficulty..... horizontal - different ways of production: posters, write essay, write letter, do a skit, oral presentations, etc.

Nature & nurture both important, like length & width both needed to calculate the area of a rectangle.

----- Curtis Kelly

What makes people learn? How do we know if learning is taking place?

SLA (Second Language Acquisition) based on Chomsky & Krashen, the 2 big lang. theories of the past century

Tools & terms: input-output, task analysis, high frequency words in corpus, etc.
OK, but something missing: What about the human factor? -- emotion, relationships, learner experience, happiness?

What are important factors of learning: think & discuss.

Critical ages..... around 12 yrs. old the brain changes.... L1 ---> L2 many critical ages, for visual development, sexual development, etc., not just language.

BDNF brain growing nutrient..... infants have twice as many neurons
Myelination: speeds up firing nerves..... teenagers brains not myelinated yet, so they make dumb decisions bec. don't think things through!

Sound samplings in 8 month babies..... all babies born as world citizens, bet. 8-12 mos. become specialists in their native tongue

Kids hearing word frequencies..... Taiwanese vs. American babies, pre-verbal
For audio & video input only, NO IMPROVEMENT!..... need "live" component for learning.

Social Brain..... Plasticity..... fingers pointing toward answers to ?s we haven't even asked yet!

Chomsky & Krashen models use 1970s model of brain as hard-wired..... now we know brain is very plastic, changes all the time.

Stu. say like Eng. when young, dislike in HS, then maybe like again when older

REWARD is critical to learning..... dopamine, acetylcholine, critical role in permanent learning..... stimulated nerves release dopamine, activates new synapses & long term memory

Happiness & long term memory connected -- evolution: find food --> happy -->remember

desire, motivation, reward..... thinking, focus.....emotions..... also MOVEMENT area of brain involved

Every memory has an emotional component..... dopamine motivates & coordinates..... enjoyable input is important.....Happiness, Novelty

We're on the verge of a revolution..... in 20 years we may shudder at today's lessons

Fingers pointing..... no answers yet, but forming questions

----- Marc Helgesen

Positive psychology in the language classroom..... we all deal with educational psychology, knowingly or not.

Pos. psy. gives us tools..... we know happy stu. learn more..... frontal cortex lighting up

Happy Students: *Learn More *Work Longer *Have more enthusiasm
Brain likes Novelty

Trad. psy. focused on mental illness..... pos. psy. finds what happy, mentally healthy people do: (Sonia Lyubomirsky):

1. Remember Good Things
2. Say "Thank You"
3. Do Kind Things
4. Take time for friends and family
5. Forgive (themselves as well as others)
6. Stay healthy
7. Notice good things
8. Deal with Problems

Pos. psy. helps people flourish..... calm, relaxed stu. learn up to 25% more

PEP lab (positive emotions): 3:1 Lousada ratio pos. to neg. emotions.....tipping point

10 kinds of pos. emotion: joy, gratitude, serenity, interest, hope, pride, amusement, inspiration, awe, love

Revisiting a pos. experience mentally meets the 3:1 criteria, not need to do it again.

Savoring: *remembering good things (past), *notice good things (present), *anticipation (future) {Can integrate into verb tense lesson.}

Give stu. 1-2 min. "Think Time": to prepare what to say & how to say it

Dictation good brain activity

Standing 1 min. incr. blood to brain by 15% have stu. stand! (when practicing dialogue)

English not a "flow" experience for most students

PERMA: Pos. Emotion, Engagement, Relationship, Meaning, Accomplishment

----- Tim Murphey

The thrill of "agency" being at least partially in control of your life

Out of the box ideas:

1. Info is overrated.....questions are at the heart of learning..... create curiosity, crucial to learning..... ask stu. ?s about the info you'll give them

2. Success is overrated..... challenge is what we crave
in monkey experiments, dopamine levels doubled when reward rate cut by 50%
(explains why gambling is so exciting)
if reward cut to 25% of the time, dopamine levels go down bec. too few wins for excitement.
at 75% reward, dopamine also goes down bec. too close to always winning, so no fun.

FLOW..... Michelangelo: God grant that my desires always exceed my accomplishments.

Mirror neurons: actualize what you see..... Gandhi neurons: someone falls, we think ouch. (explains why porno so popular)

Talking twins video: proto conversations

Count 1-50.... argue between 20-30

Chunks: univ. stu. can still feel agentic by talking about jr. & his english education

(video of each stu. saying one phrase each)

The Girl Effect: can change the world by sending a girl to school

----- Power Session and Q & A

CREAME methodology: Consciousness Raising, Emotions Analysis, Manipulation, Expression

Mind map.... add + or - about how stu. FEEL for each word, then categorize the data & draw connections

Stu. follow their passions w/ choices: create poster, write a letter, give a presentation, write a report, make artwork, compose music/poem, etc.

then share, have Q&A w/partner, socialize the experience

3 kinds of assessment: ongoing, peer-to-peer assessment, self-assessment (ask stu. how well they think they did? surprisingly honest.)

Flow isn't about being easy..... gotta be challenging to "lose track of time" & "get in the zone"success has to be a possibility

Neg. situations narrow our options..... pos. emotions build up our options

Follow your passions..... Trust your instincts