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# Your Brain, Your Life

*Dr. Jared Cooney Horvath*

*PhD, MEd, BAMF*

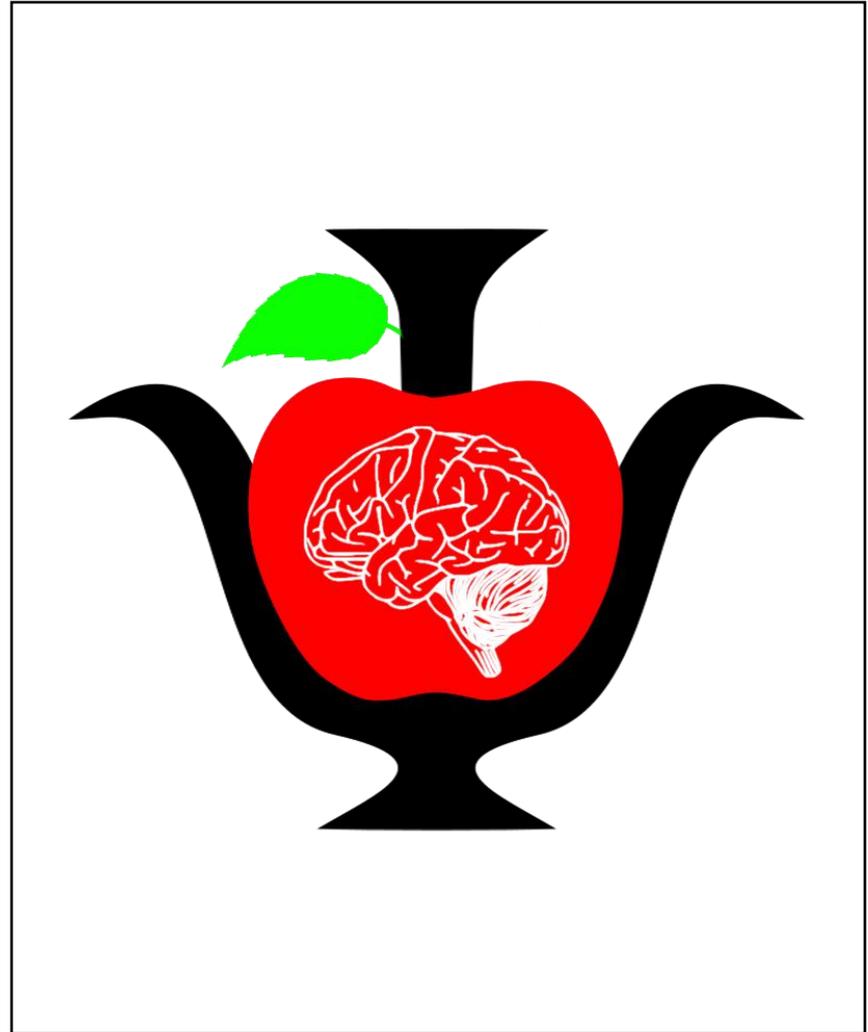


**IME GLOBAL**  
LEARNING MADE EASY

*[www.imeglobal.net](http://www.imeglobal.net)*

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Brand New Opening



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## Principle

*We remember only what  
we pay attention to...*

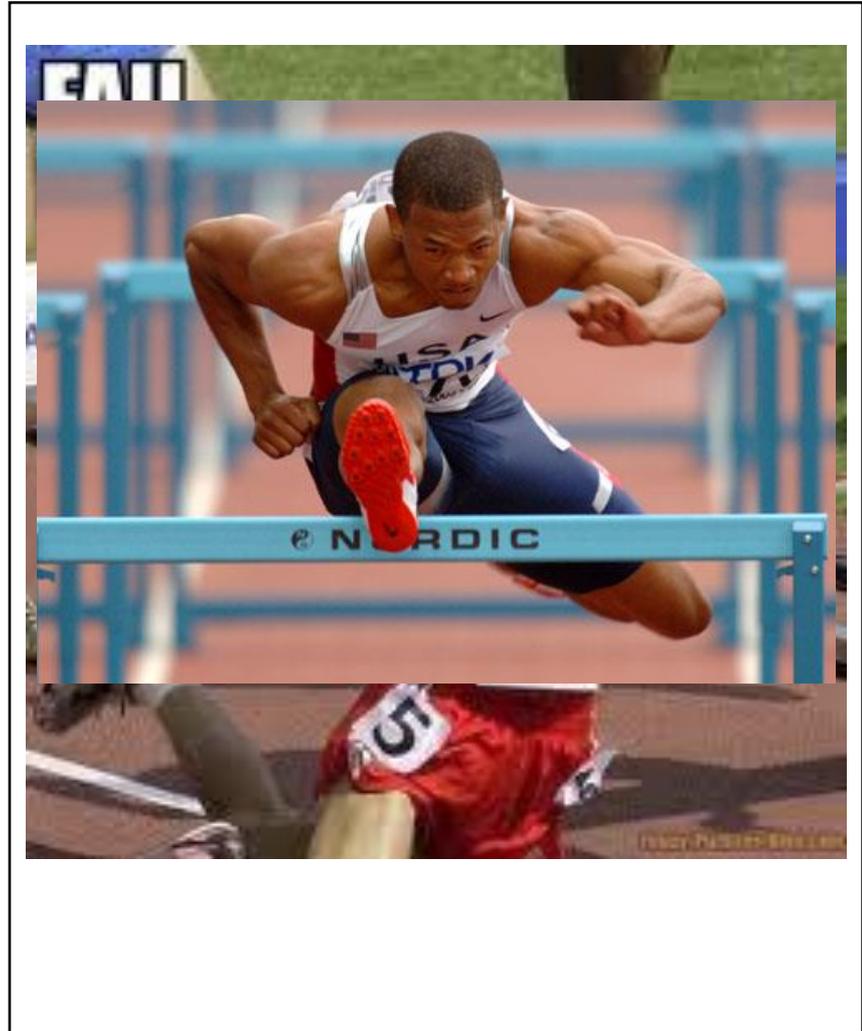




## Principle

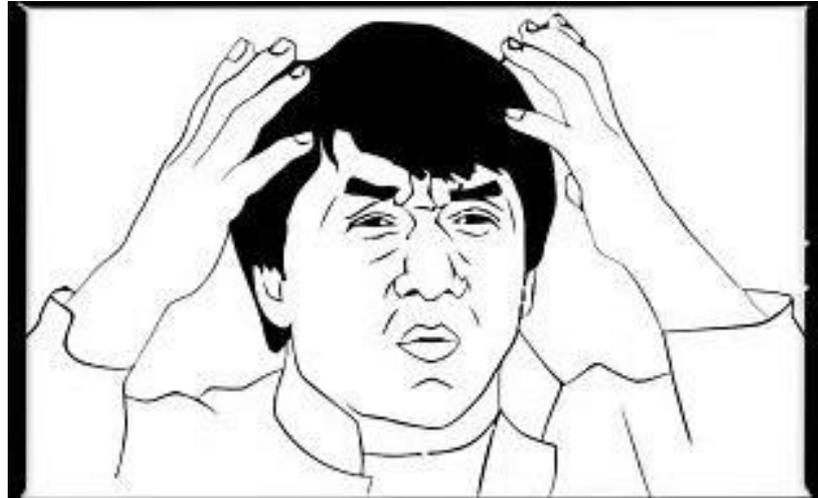
*We remember only what  
we pay attention to...*

*...AND IT'S FRAGILE!*



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So What!?



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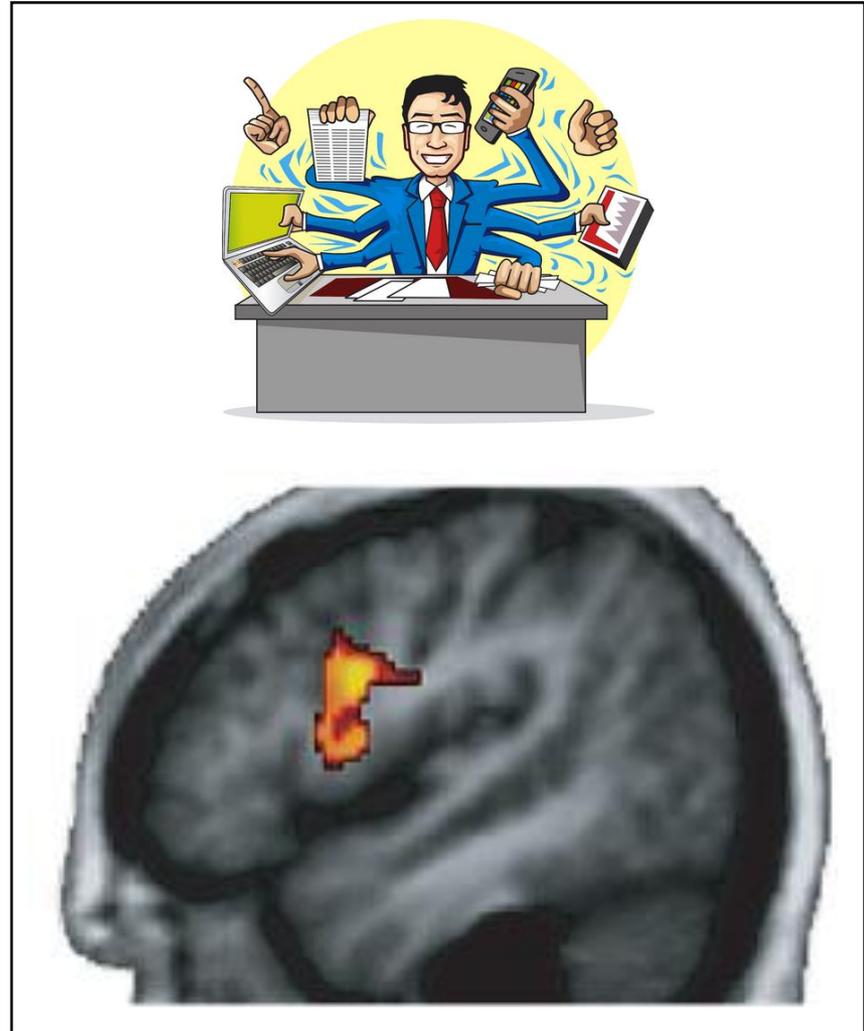
## A Game



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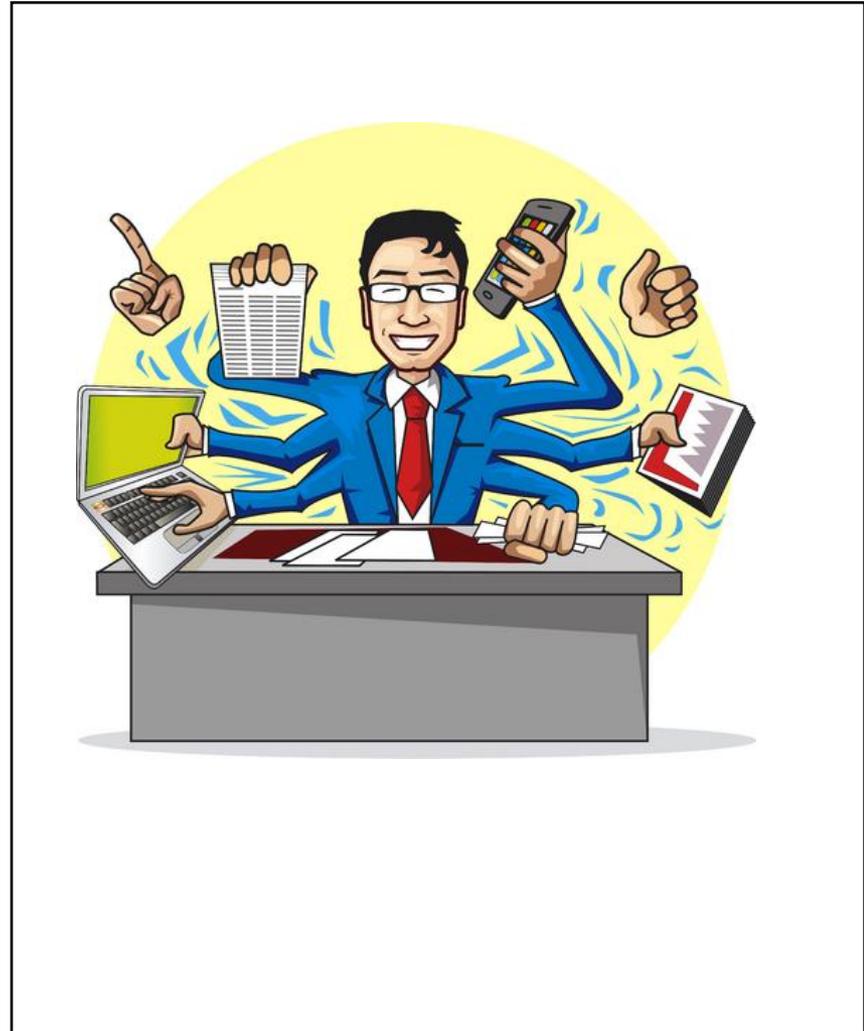
# Multitasking

*We Can't Do It!*



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Principle  
Multitasking is the  
Single Worst  
thing for Learning



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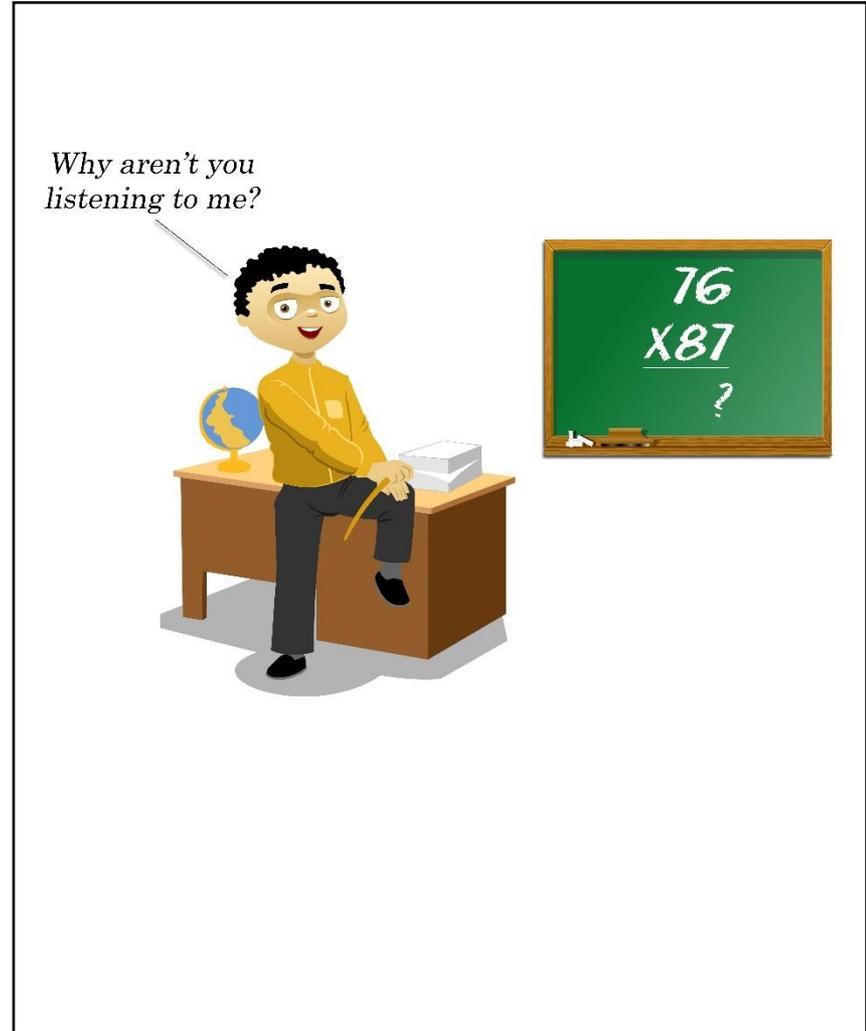
# STUDENTS



## Sequence and Scaffolds



# Avoid Unfinished Discussions



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## Short & Sharp

*25min on*

*5min off*

x2



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## Decreased Learning



## Computers

OECD

*“Students who use computers very frequently at school do a lot worse in most learning outcomes.”*



Organisation of Economic  
Co-Operation and Development

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## Computers

*J-PAL*

*126 Research Studies*

*“Computers do not improve K-12 grades and test scores. Online courses lower academic achievement compared to in-person courses.”*



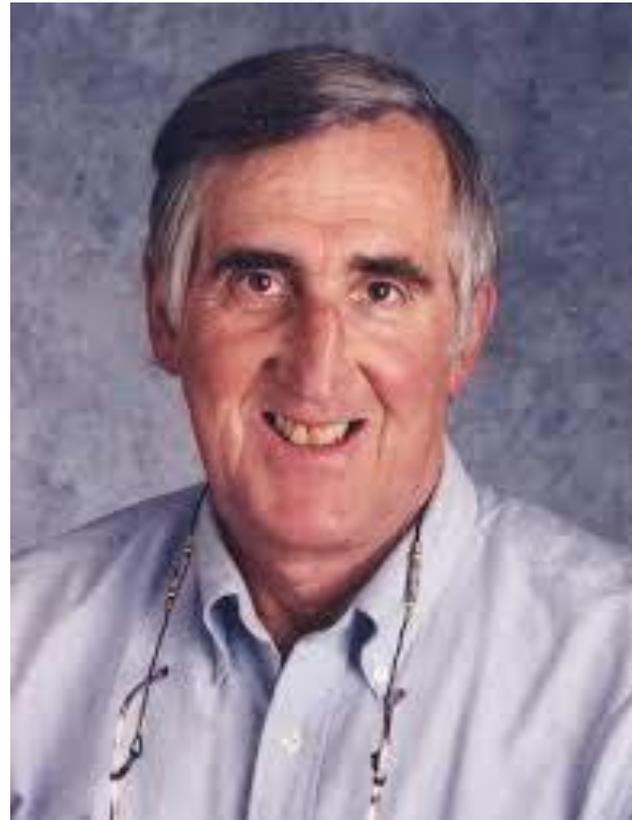
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## Computers

*Larry Cuban*

*Emeritus Professor @  
Stanford University*

*“Computers were  
supposed to improve  
academic achievement  
and alter how teachers  
taught. Neither has  
occurred.”*



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## Primary Function



# Primary Function



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## Breakdown (*per week*)

*Video Games – 10.75hrs*

*TV / Videos – 10hrs*

*Social Media – 8.25hrs*

*Music – 7.5hrs*

***Homework – 3.5hrs***

***Schoolwork – 2hrs***

*Pleasure Reading – 1.25hrs*

*Creating Content – 1hr*

*Pleasure Writing – 0.25*

*>30% Multitasking*



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Breakdown  
(*per year*)

***Learning***

*198hrs*

***Passive Consumption of  
Rapidly Switching Media  
Content***

*2,028*



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Breakdown  
(*per year*)

***Learning***

*198hrs*

***Multitasking***

*2,028*

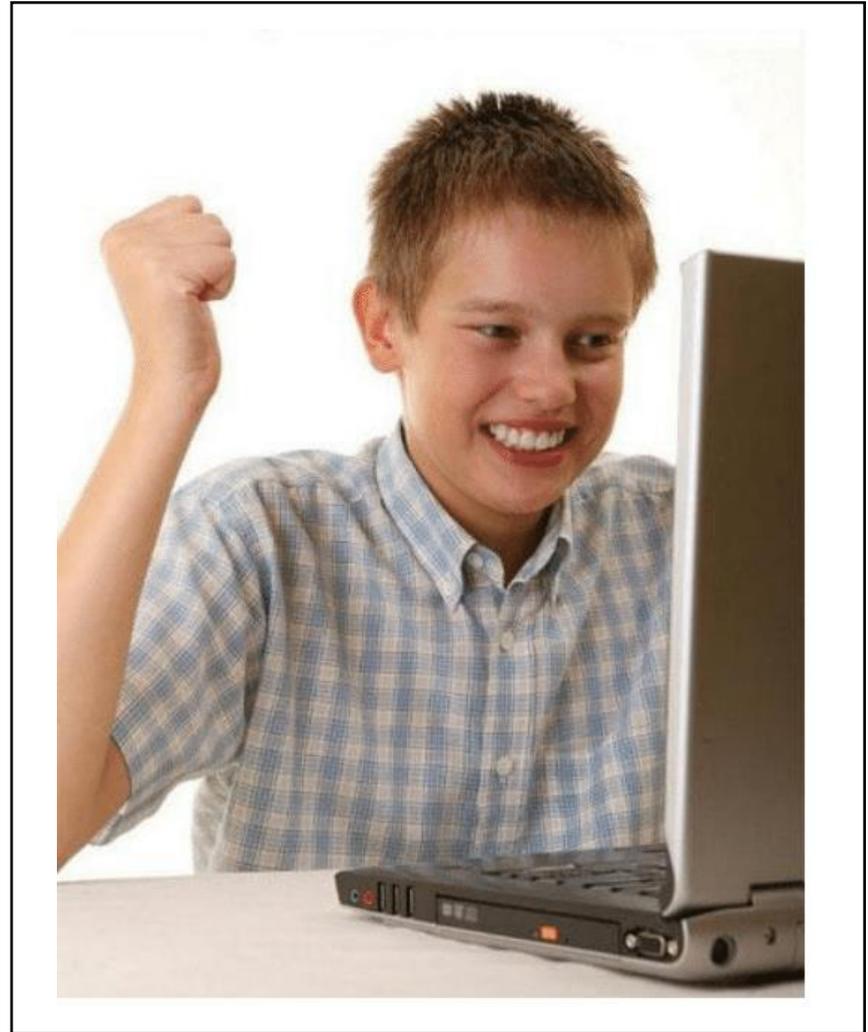


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## **Digital Learning**

*~6min homework*

*~15min live-lesson  
(~2min)*

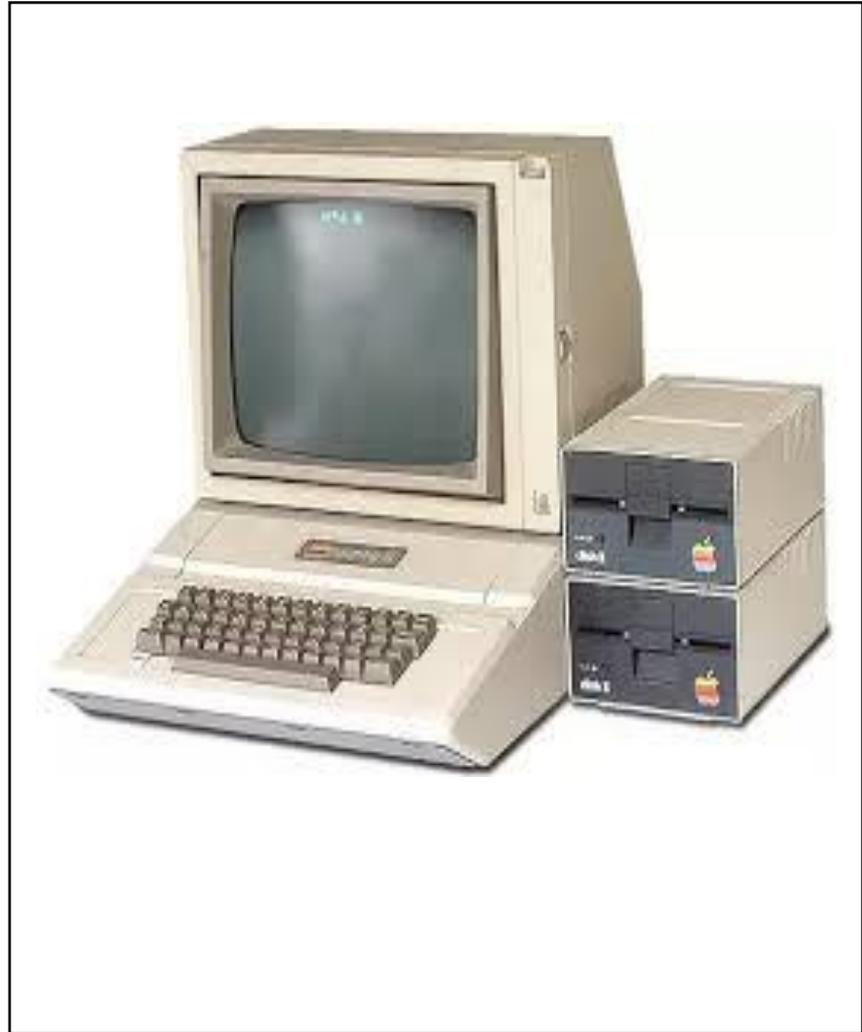


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## Primary Function

*Nobody is saying it CAN'T be used for learning...*

*...but it so often ISN'T used for learning that we've got a major obstacle.*



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But...  
*Specific Learning  
Disabilities*



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**But...**

*Specific Learning  
Disabilities*

*Procedural Simulations*



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**But...**

*Specific Learning  
Disabilities*

*Procedural Simulations*

*Engagement  
(Not Same as Learning)*



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# STUDENTS



# ADULTS



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We All Multitask



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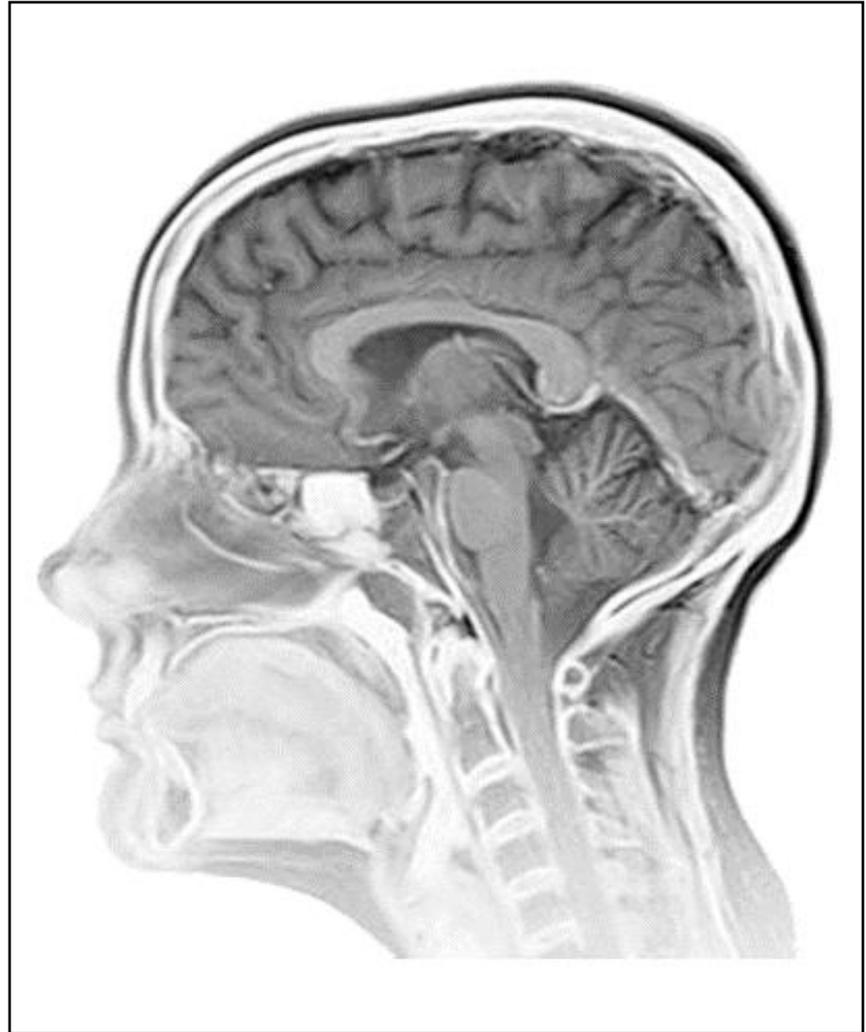
My Motto...

*teach the*  
**WHY**

*not the*  
**WHAT**

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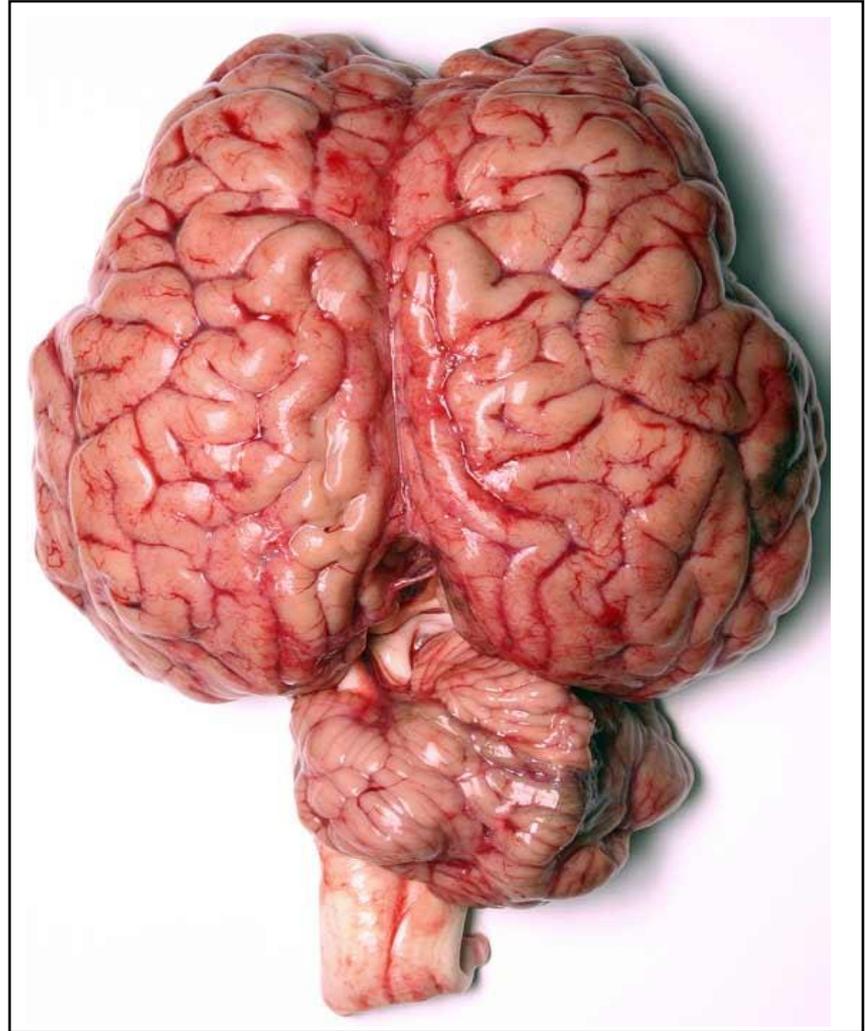
Let's Learn the Why



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# The Brain

## *Phase 1*



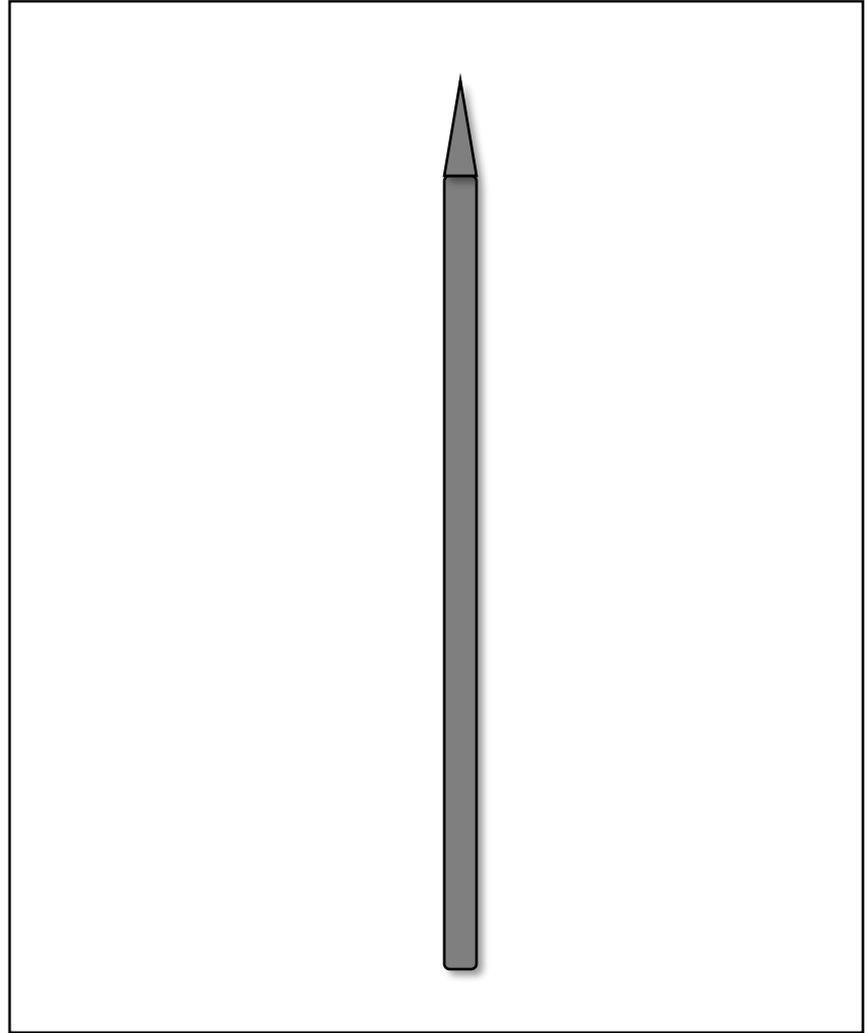
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Phineas Gage



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Tamping Iron



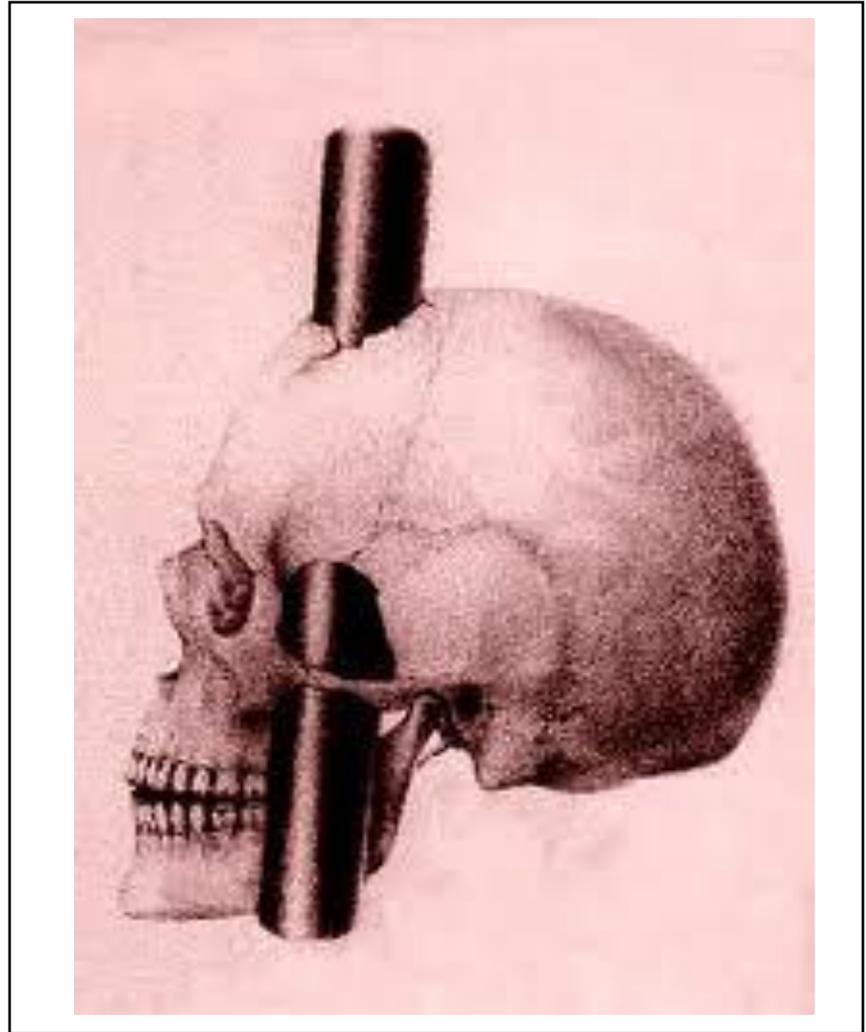
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## Phineas Gage



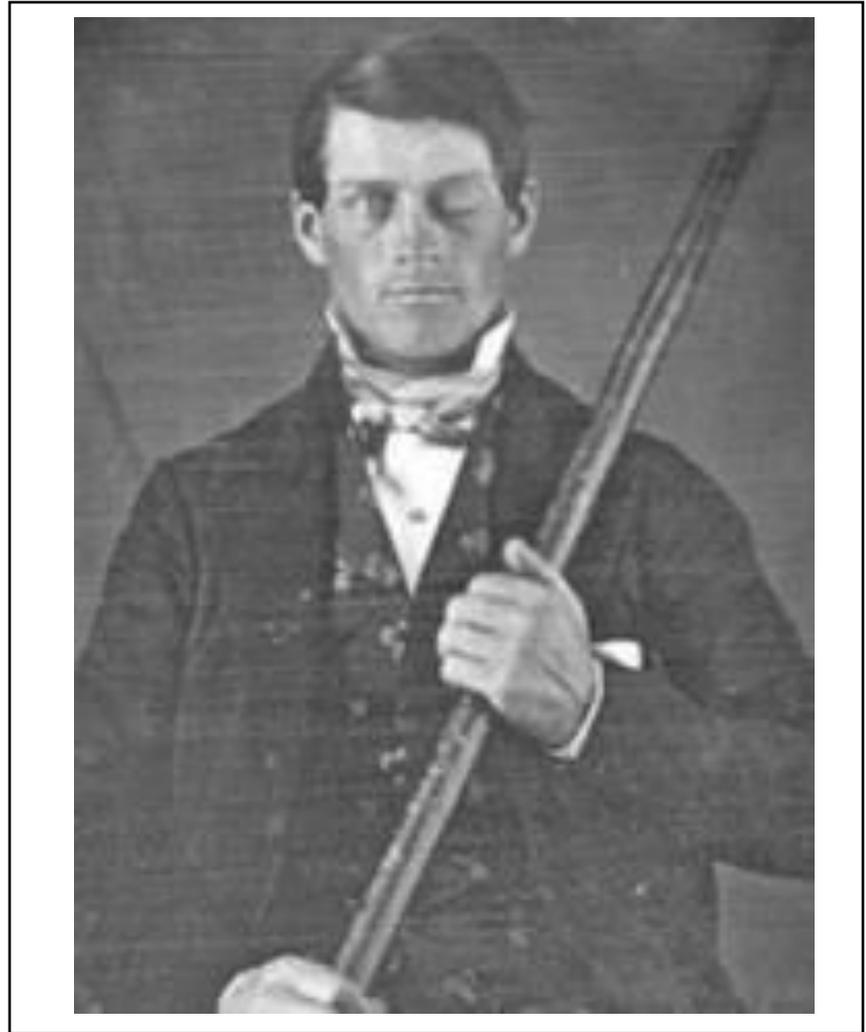
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## Phineas Gage



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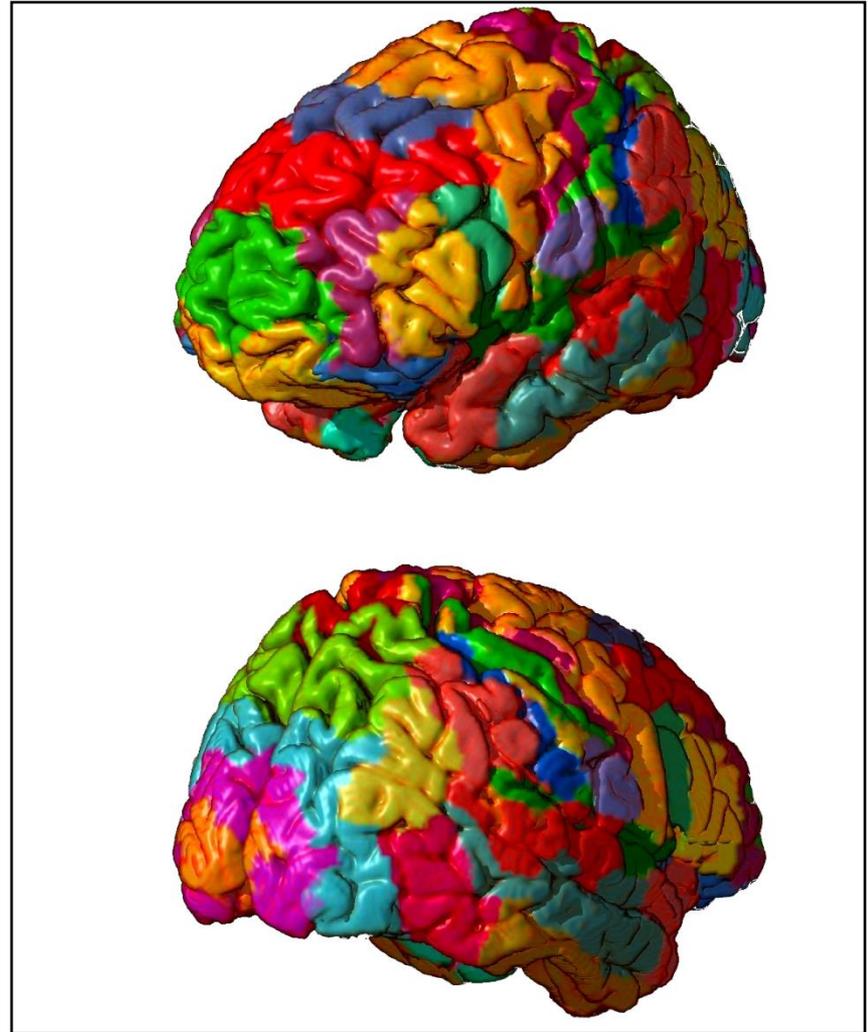
Phineas Gage



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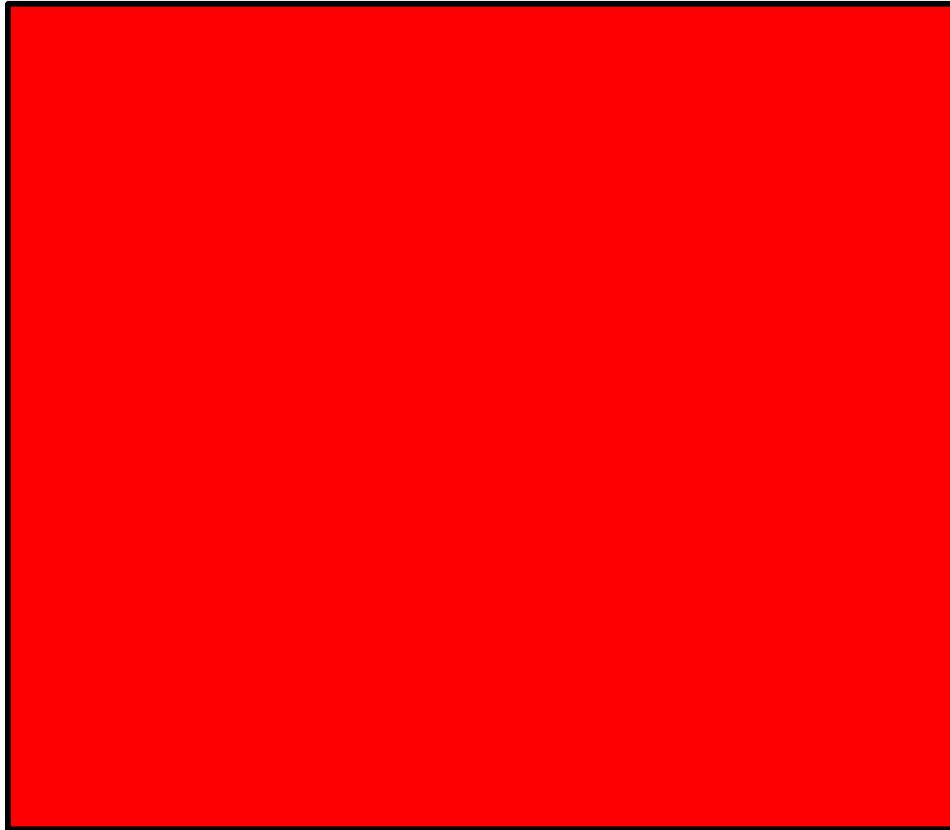
# The Brain

*Phase 2*



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# Know Your Colors?



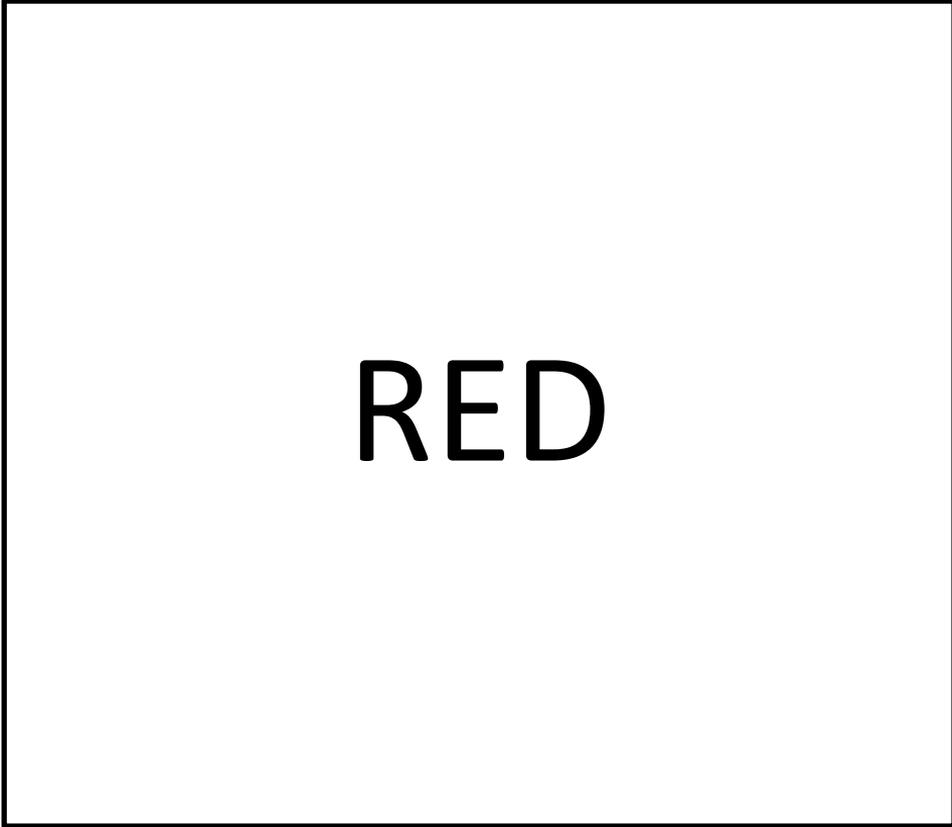
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GOOD!



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# Know Your Words?



RED

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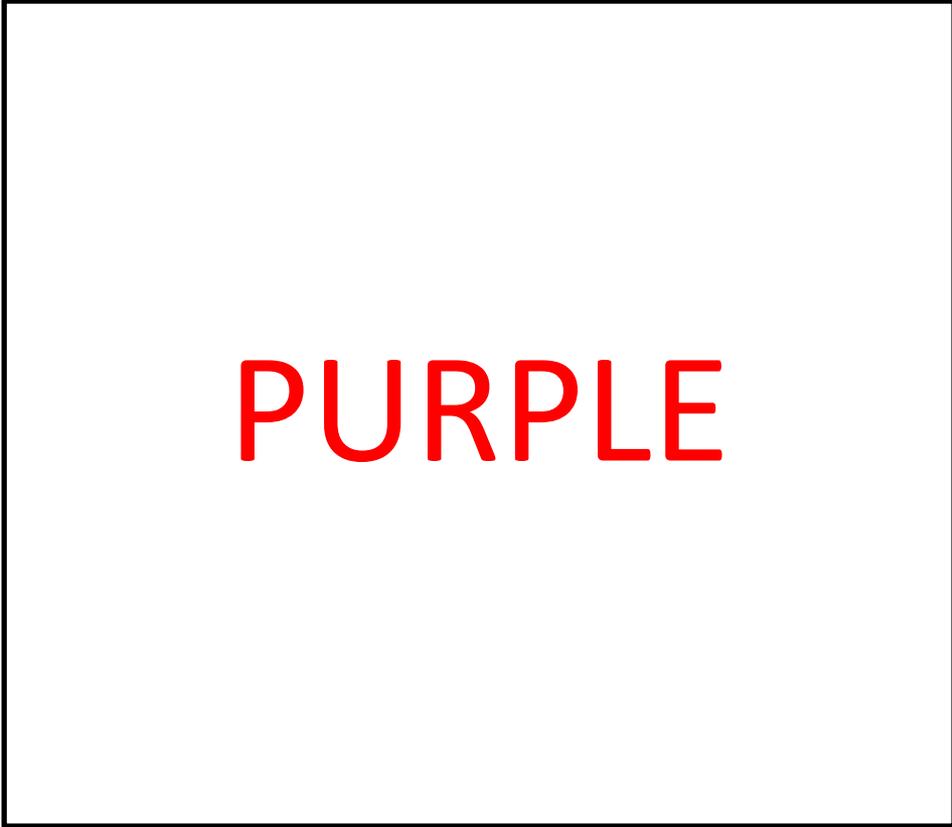
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GOOD!



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# Know Your Color Words?



PURPLE

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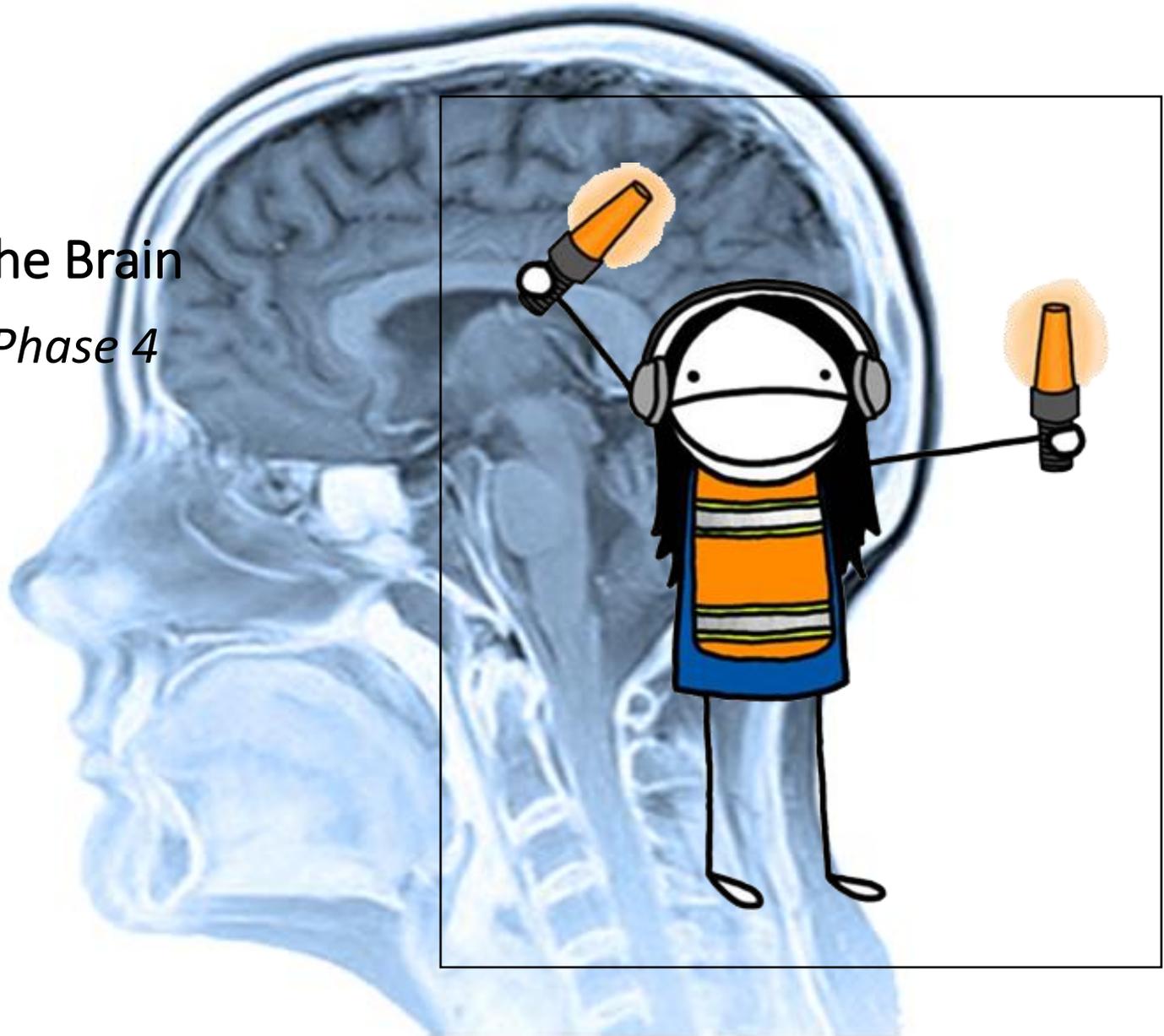
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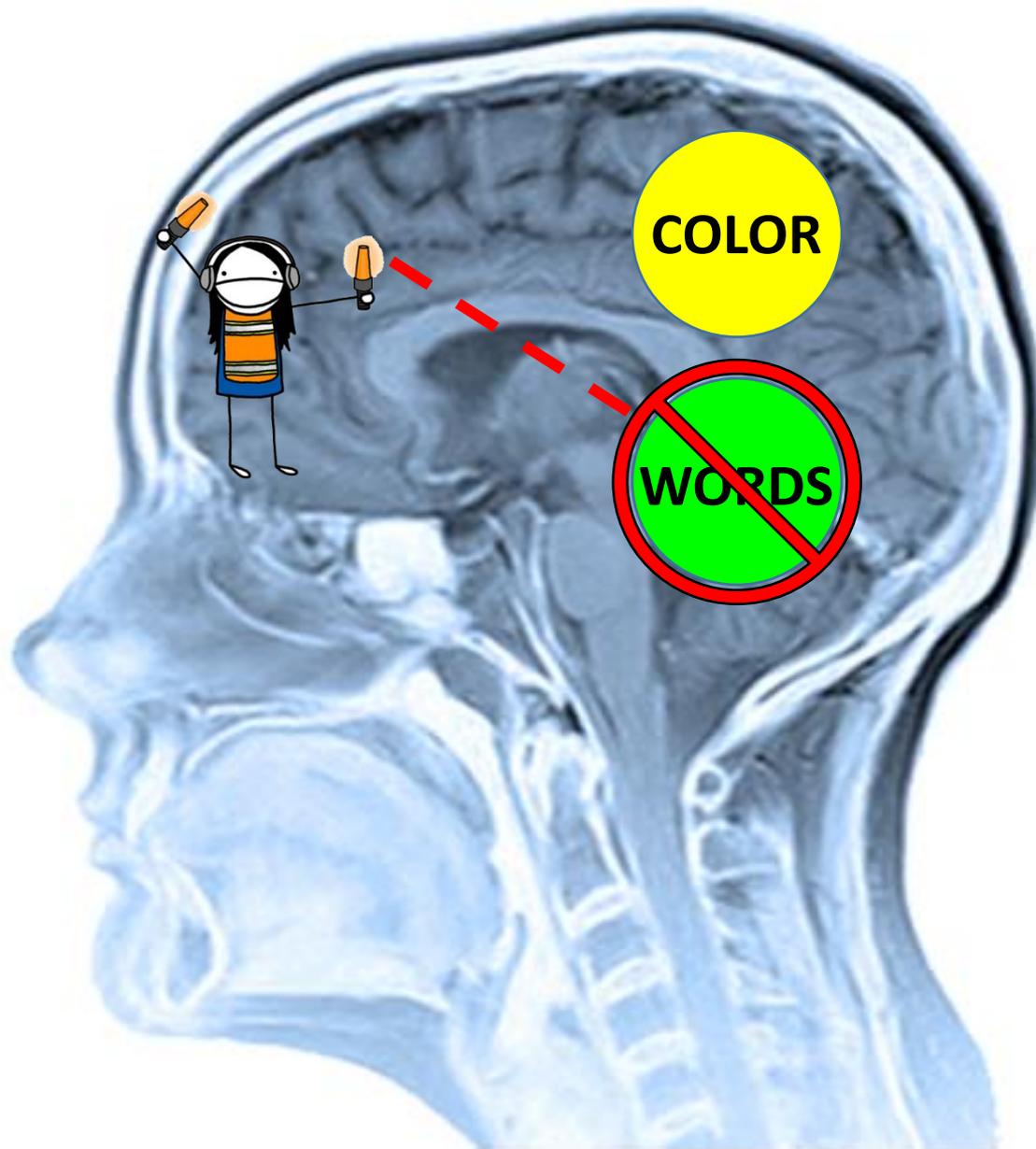
D'Oh...

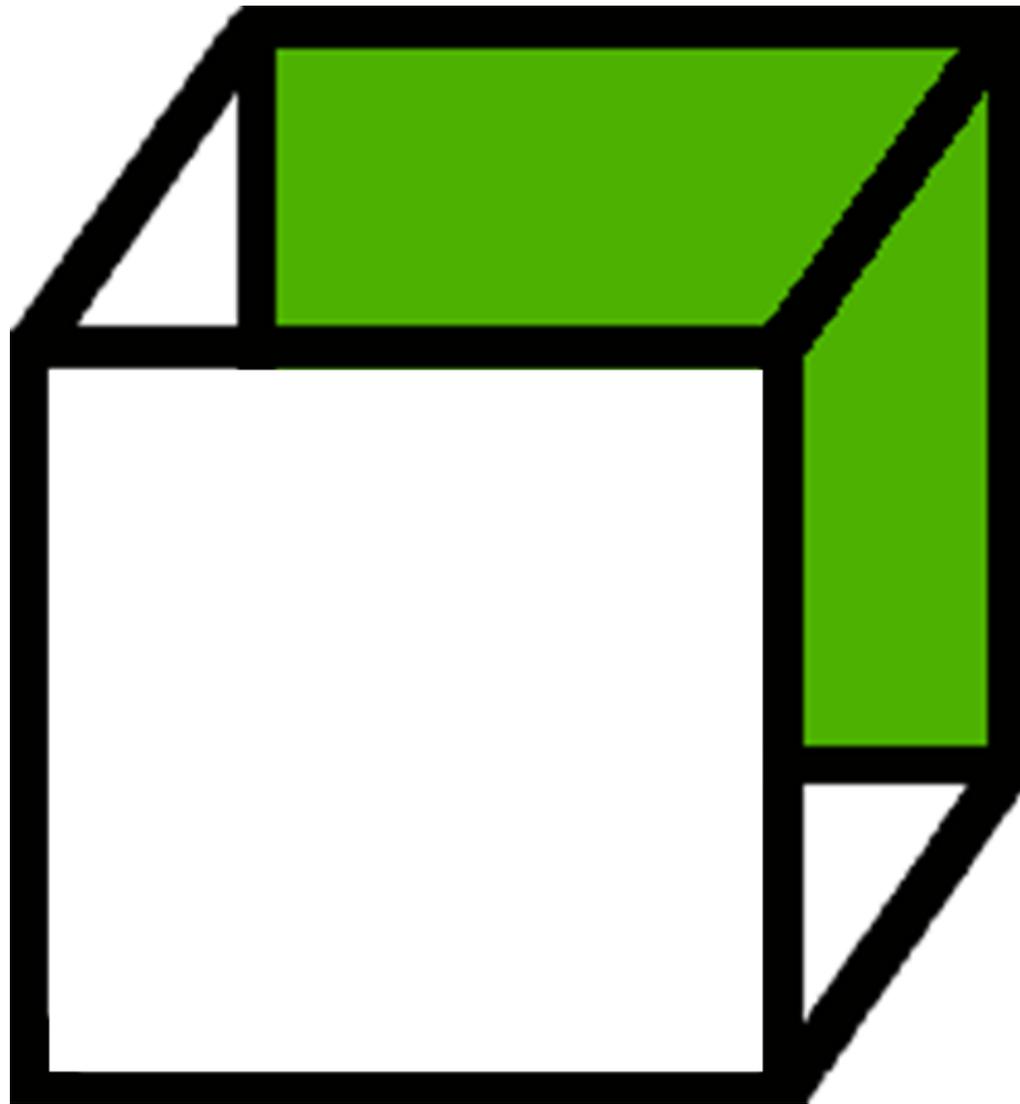


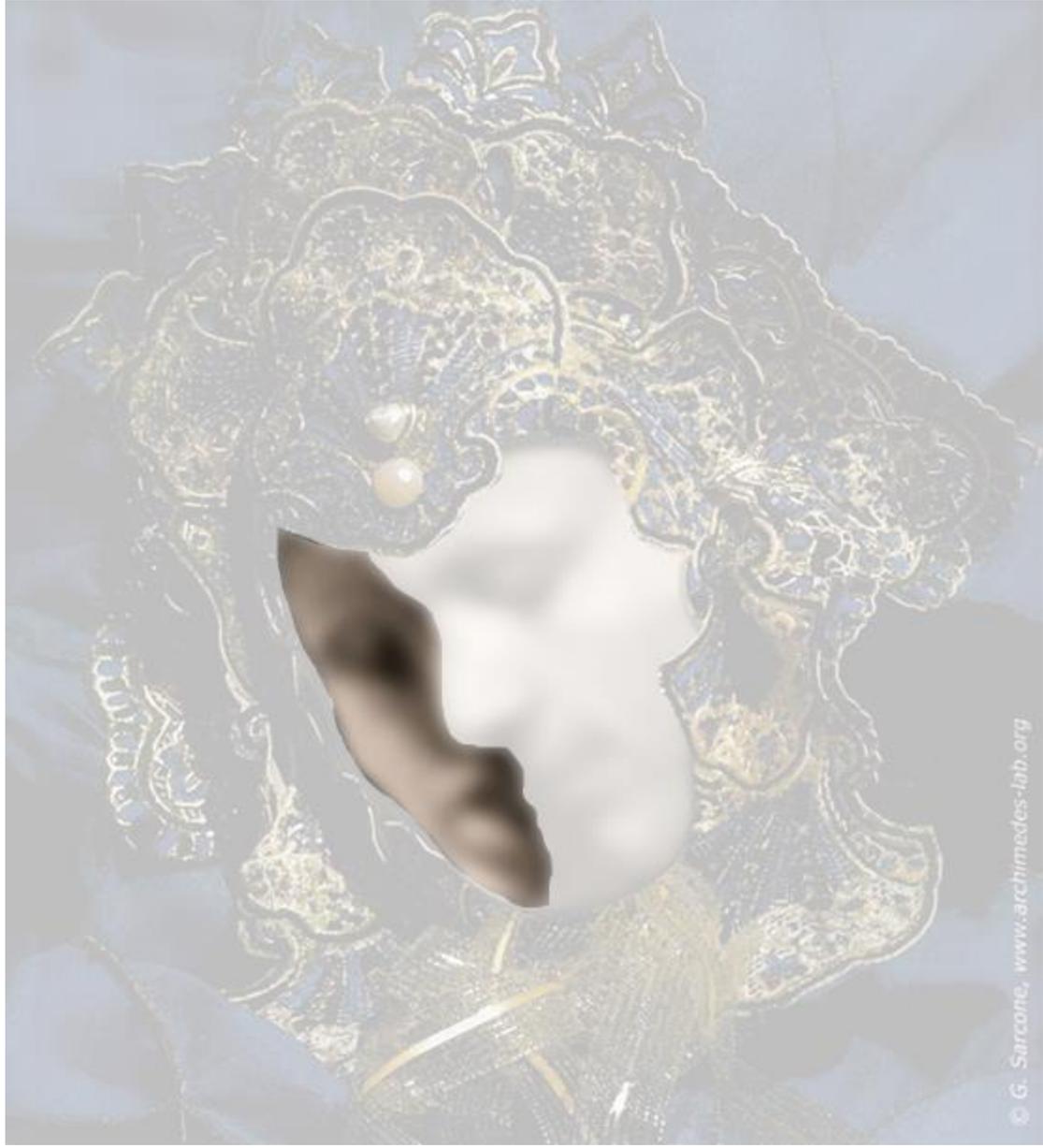
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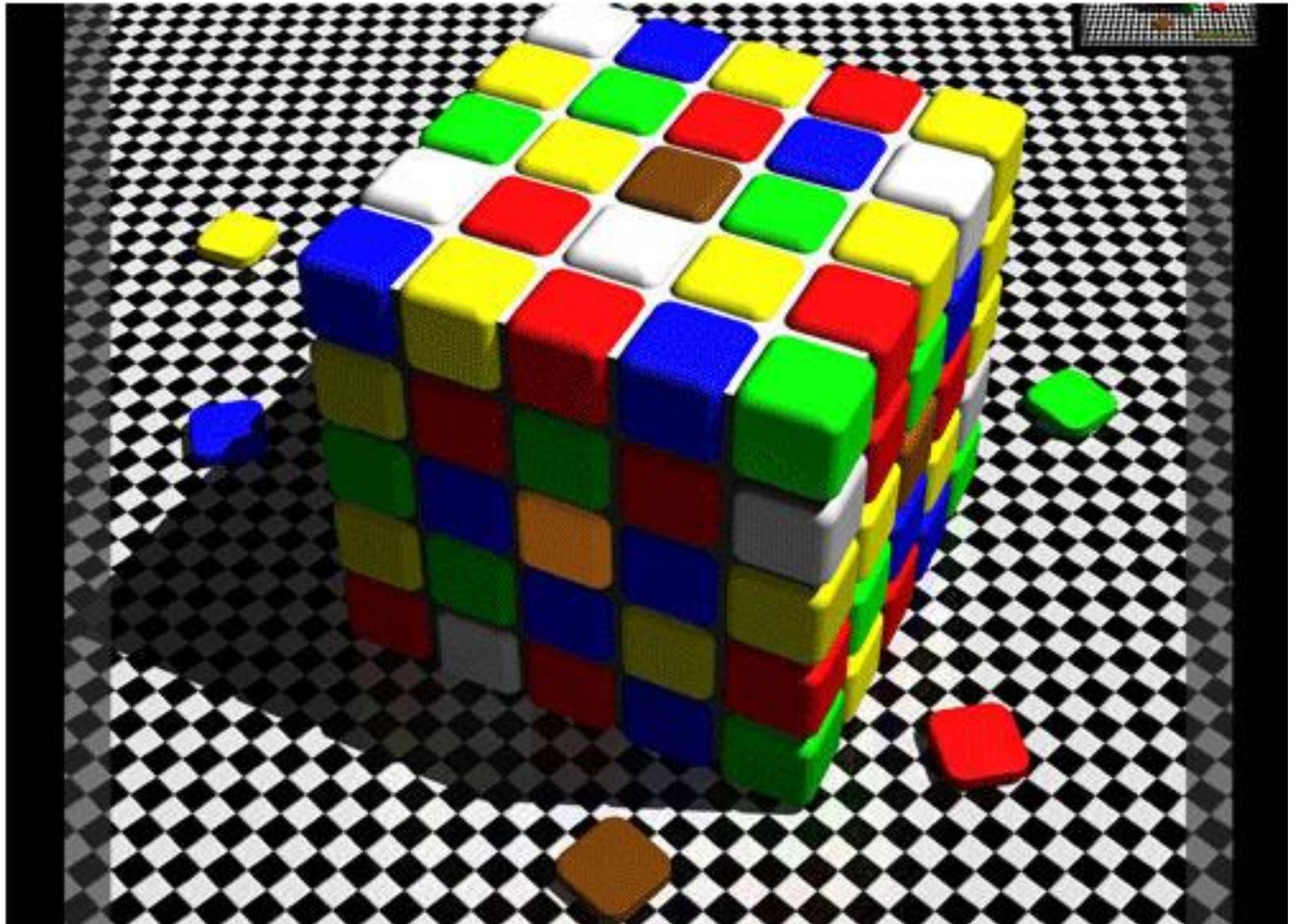
The Brain  
*Phase 4*







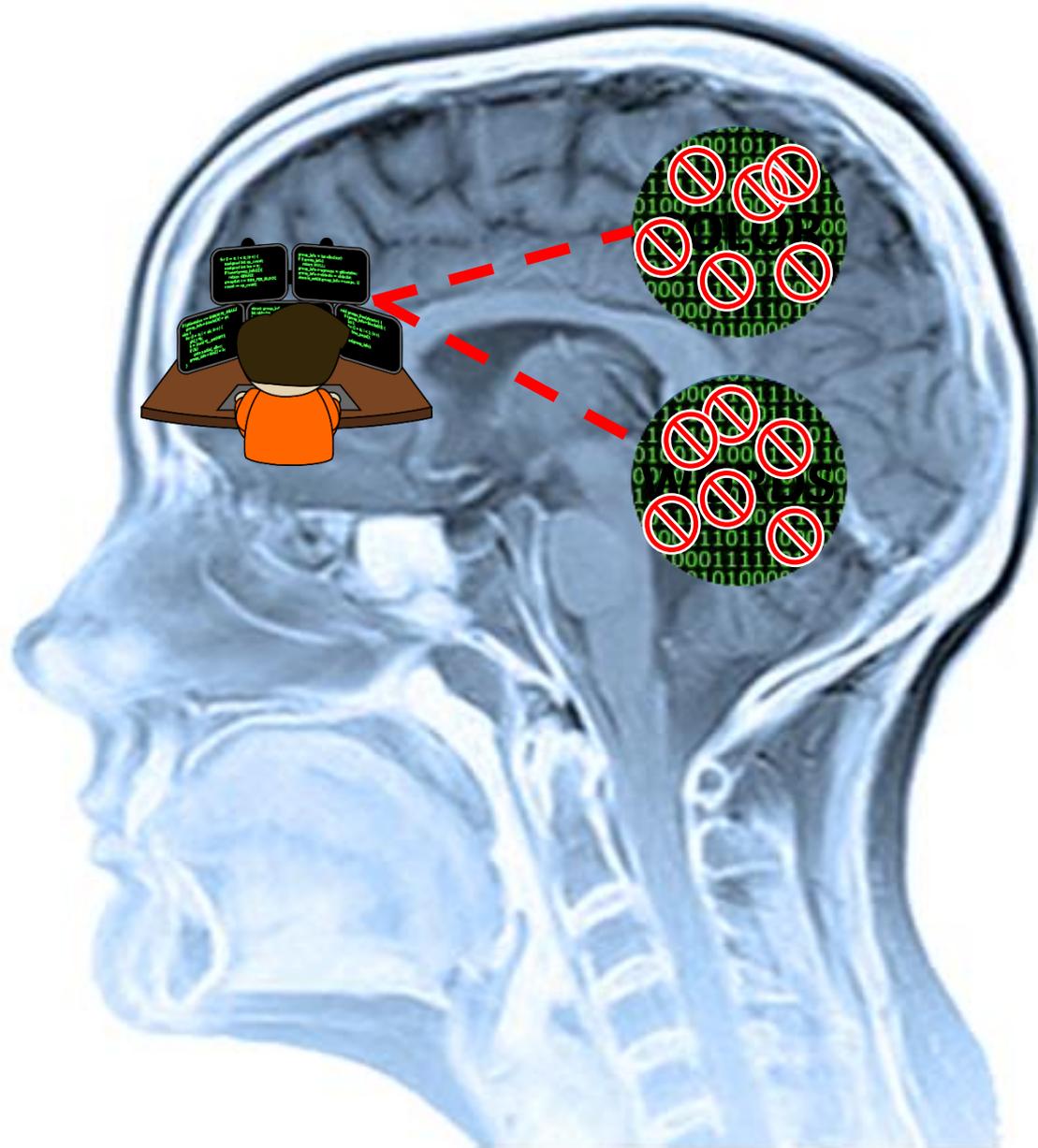




# The Brain

*Phase 5*







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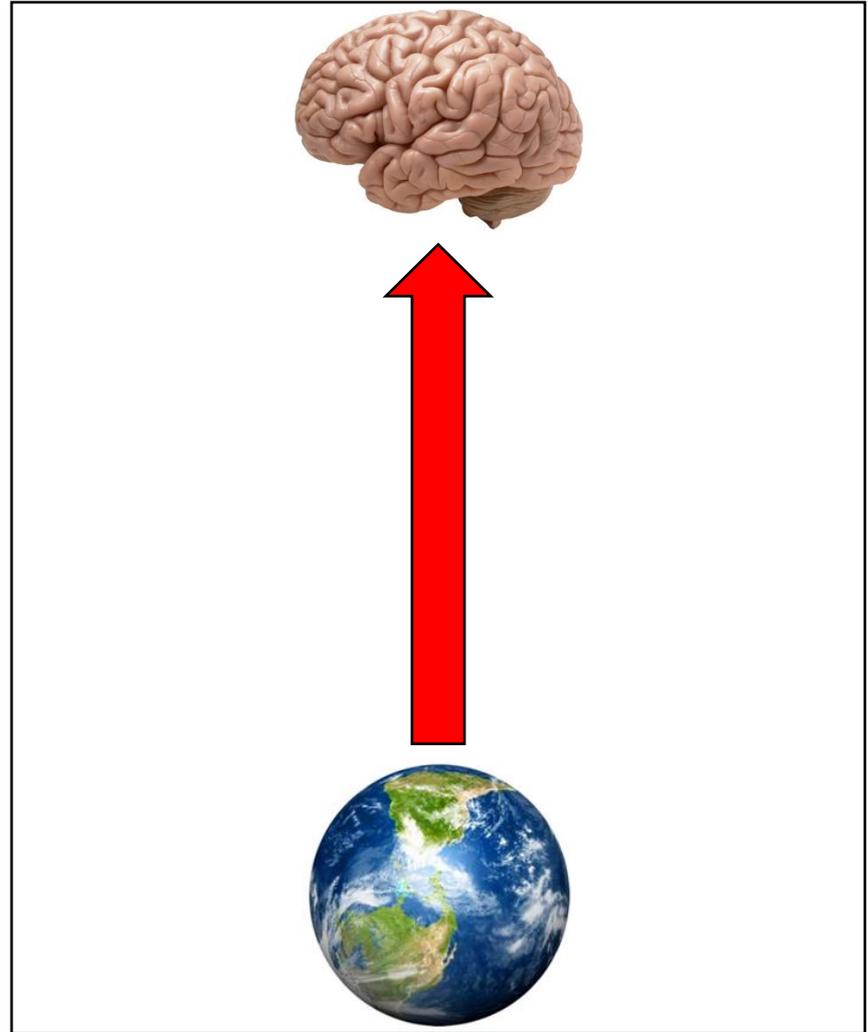
# The Brain

*Phase 1*

*Phase 2*

*Phase 3*

*Phase 4*



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# The Brain

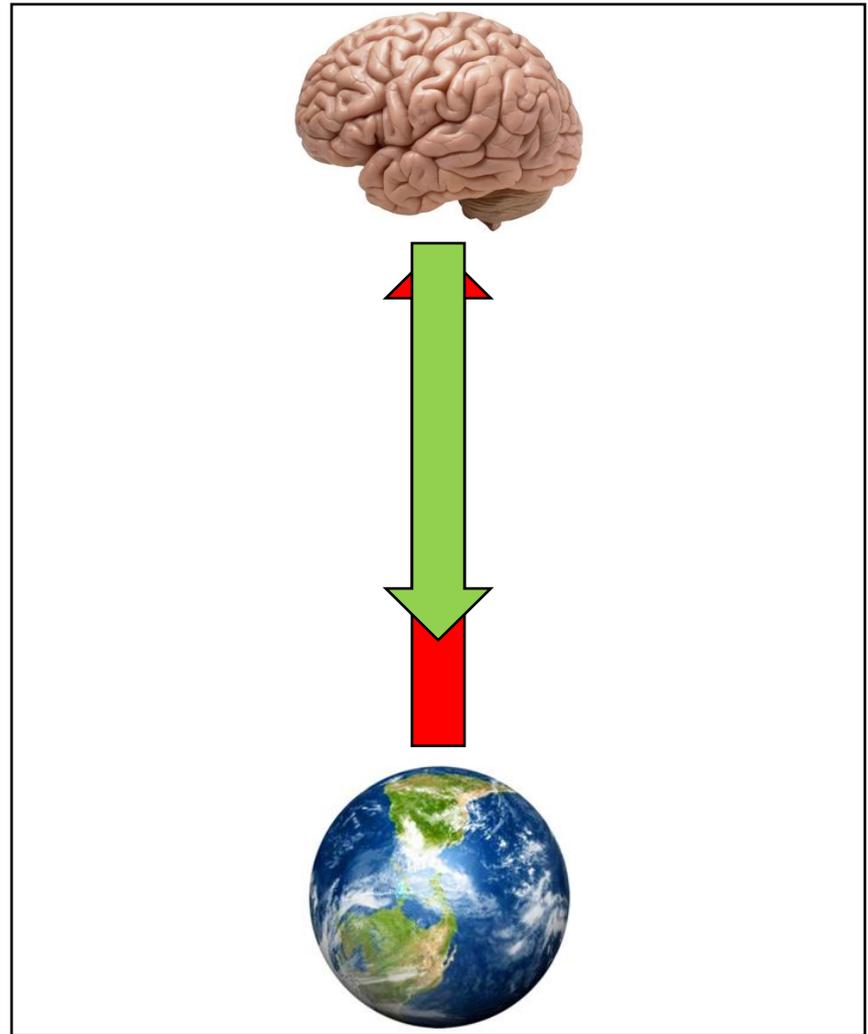
*Phase 1*

*Phase 2*

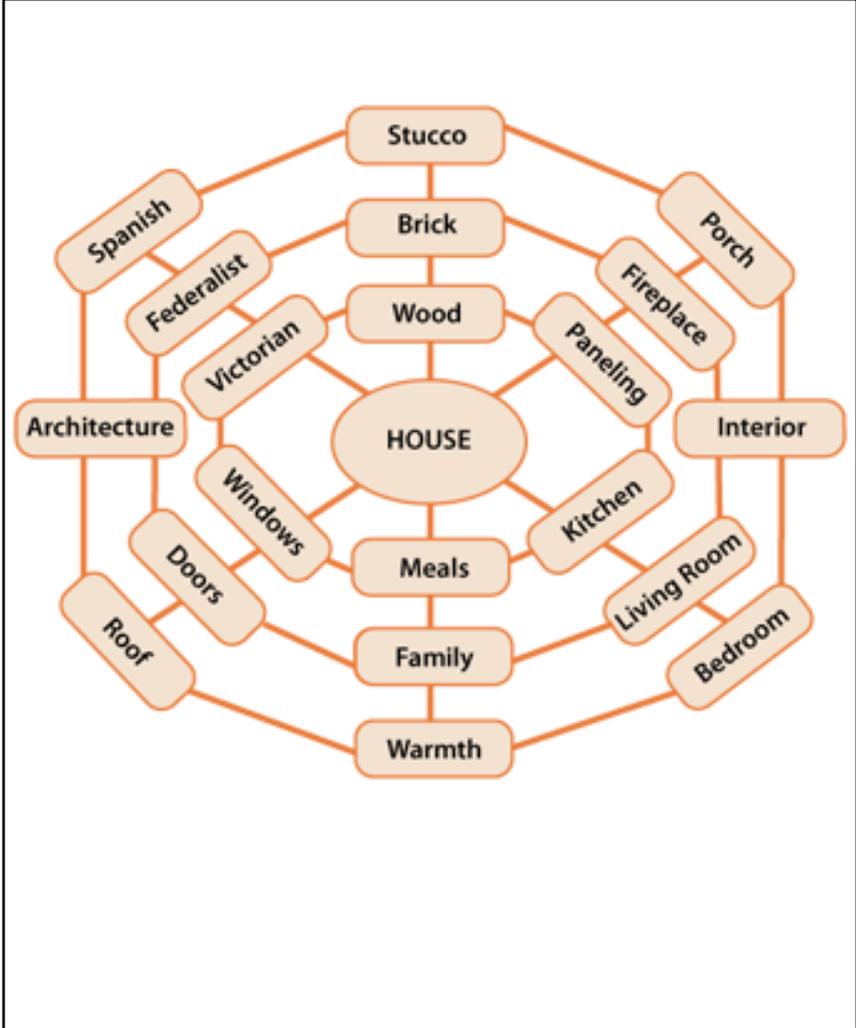
*Phase 3*

*Phase 4*

*Phase 5*



# Schema / Event Structures



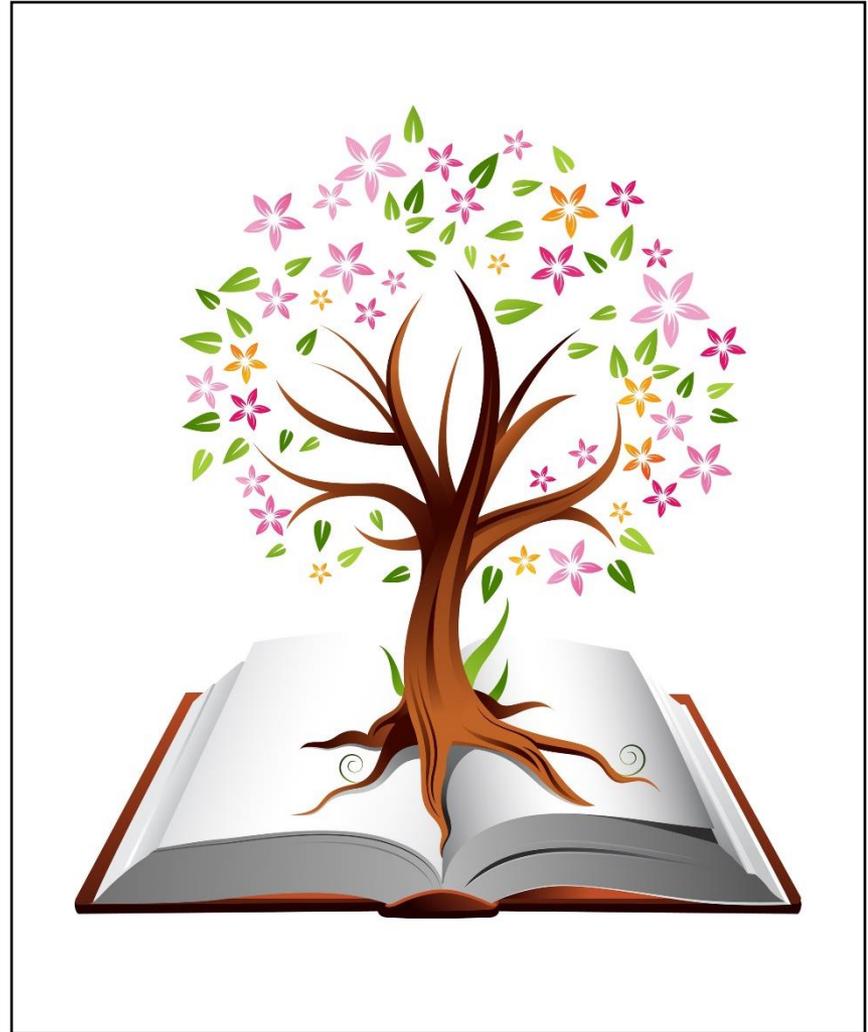
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## Concepts / Mental Models



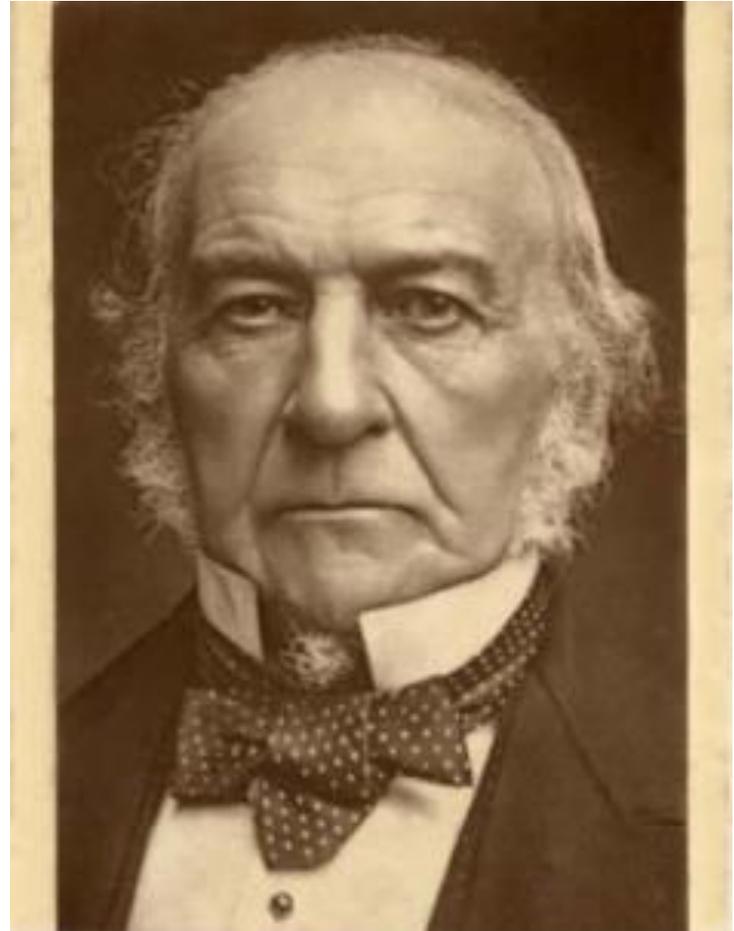
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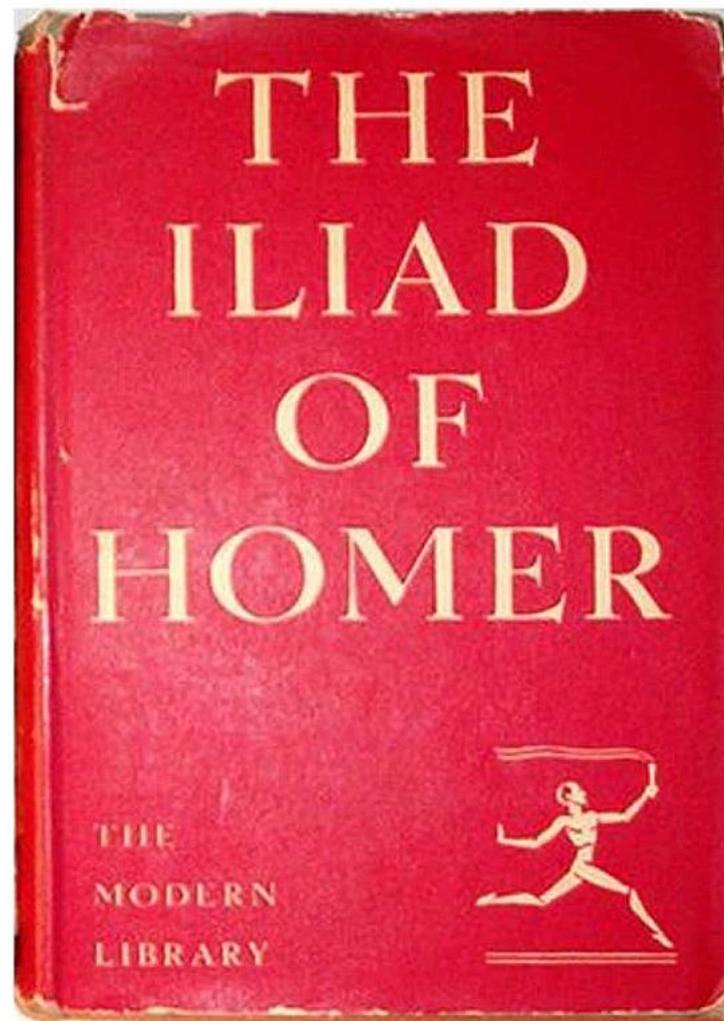
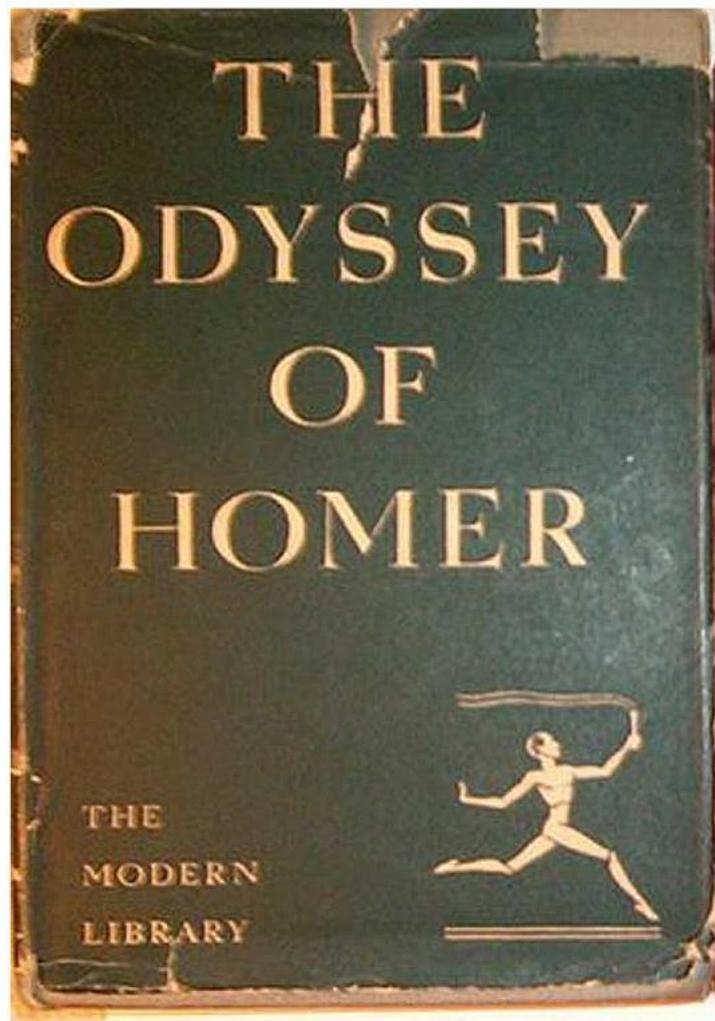
# Stories



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William Gladstone



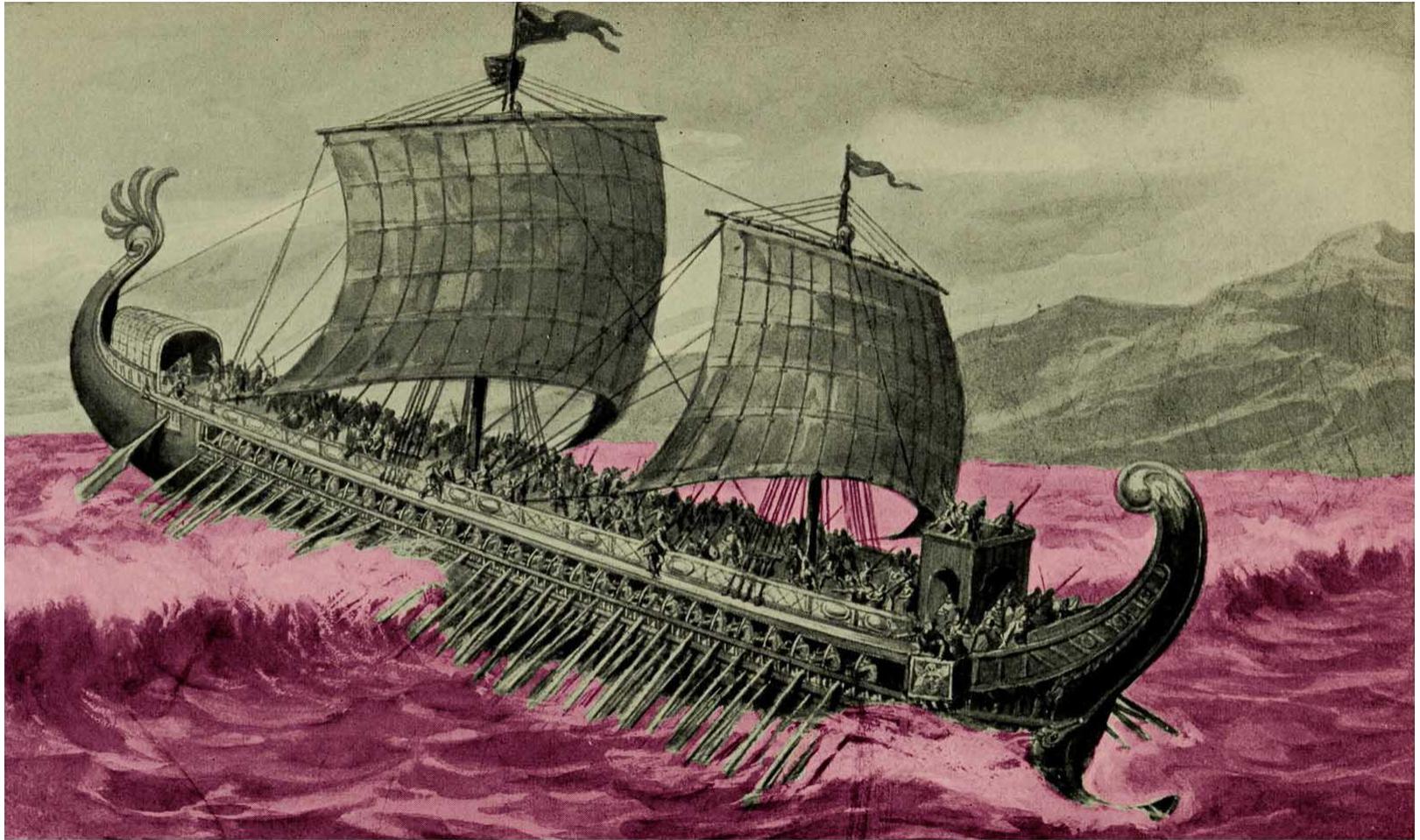


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## William Gladstone









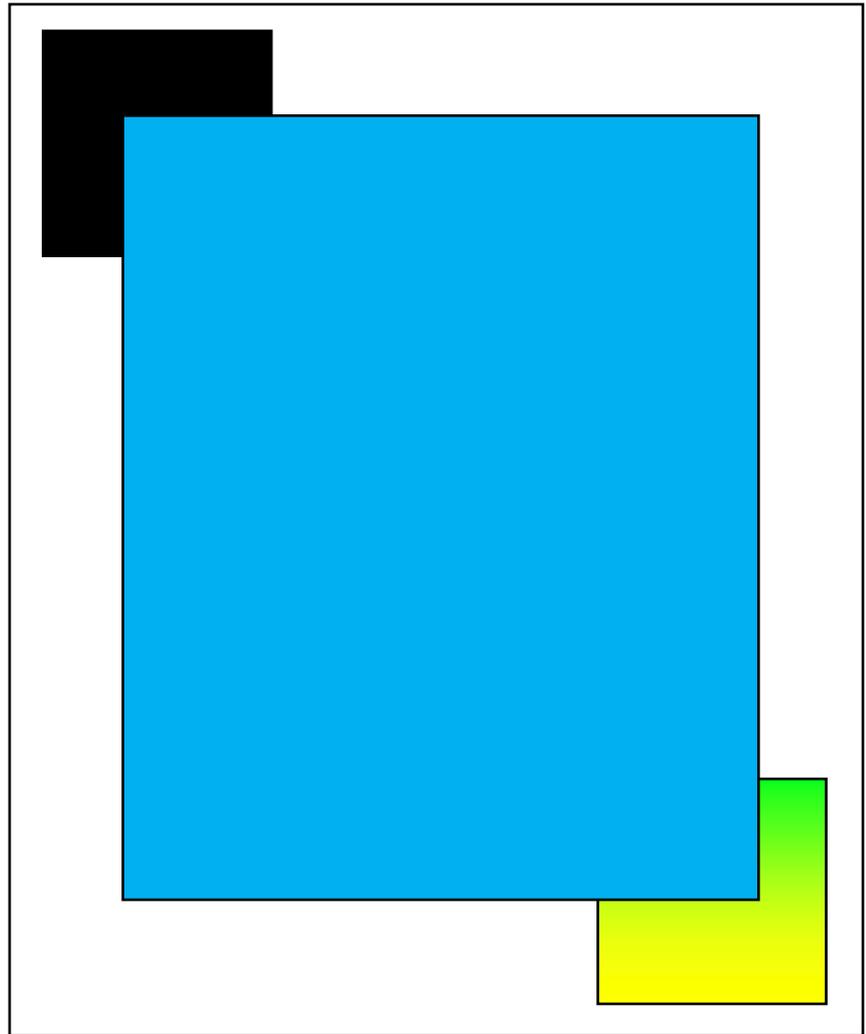
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## William Gladstone



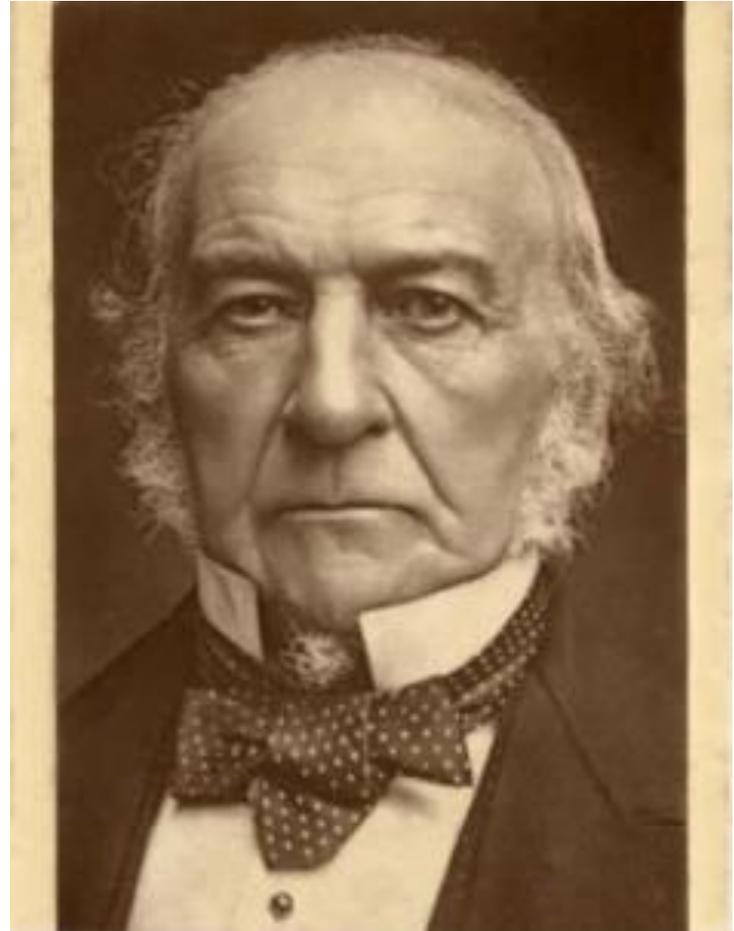
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William Gladstone



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William Gladstone

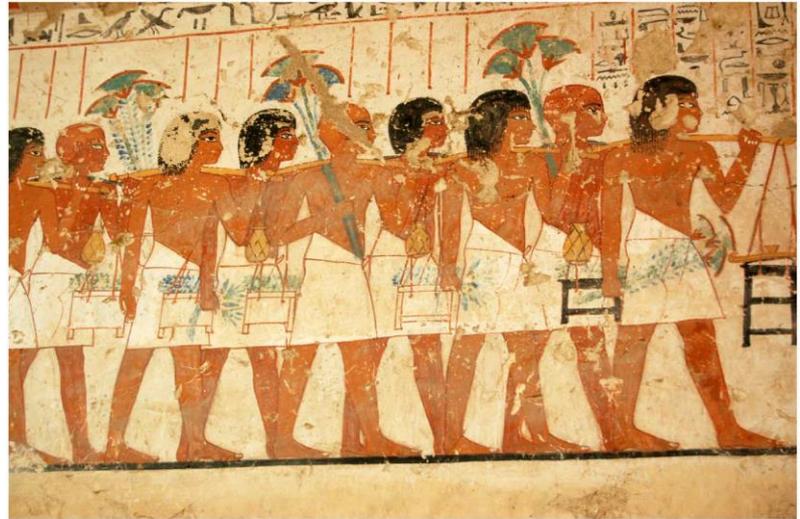


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Lazarus Geiger



# Egyptians



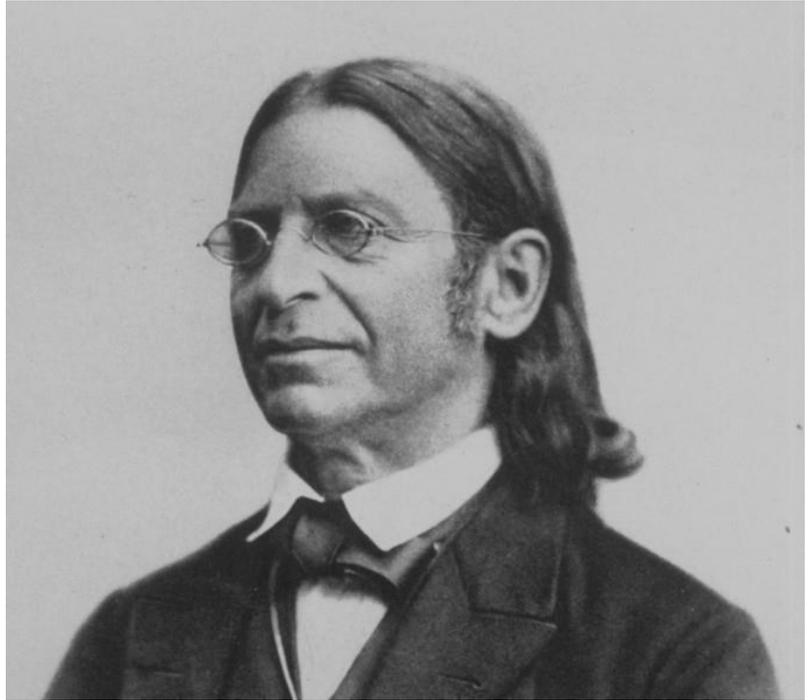
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## Lapis Lazuli



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Lazarus Geiger

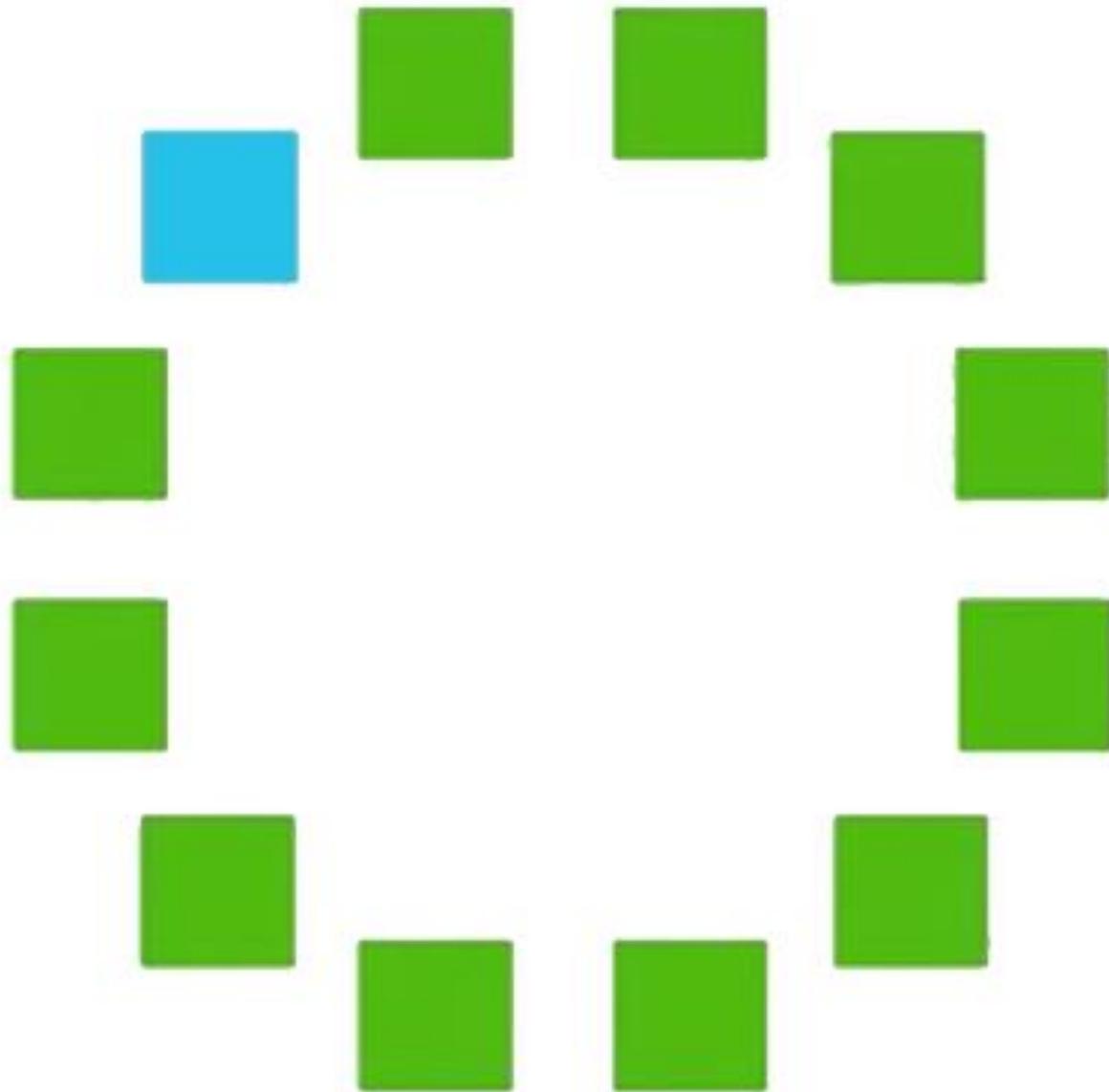


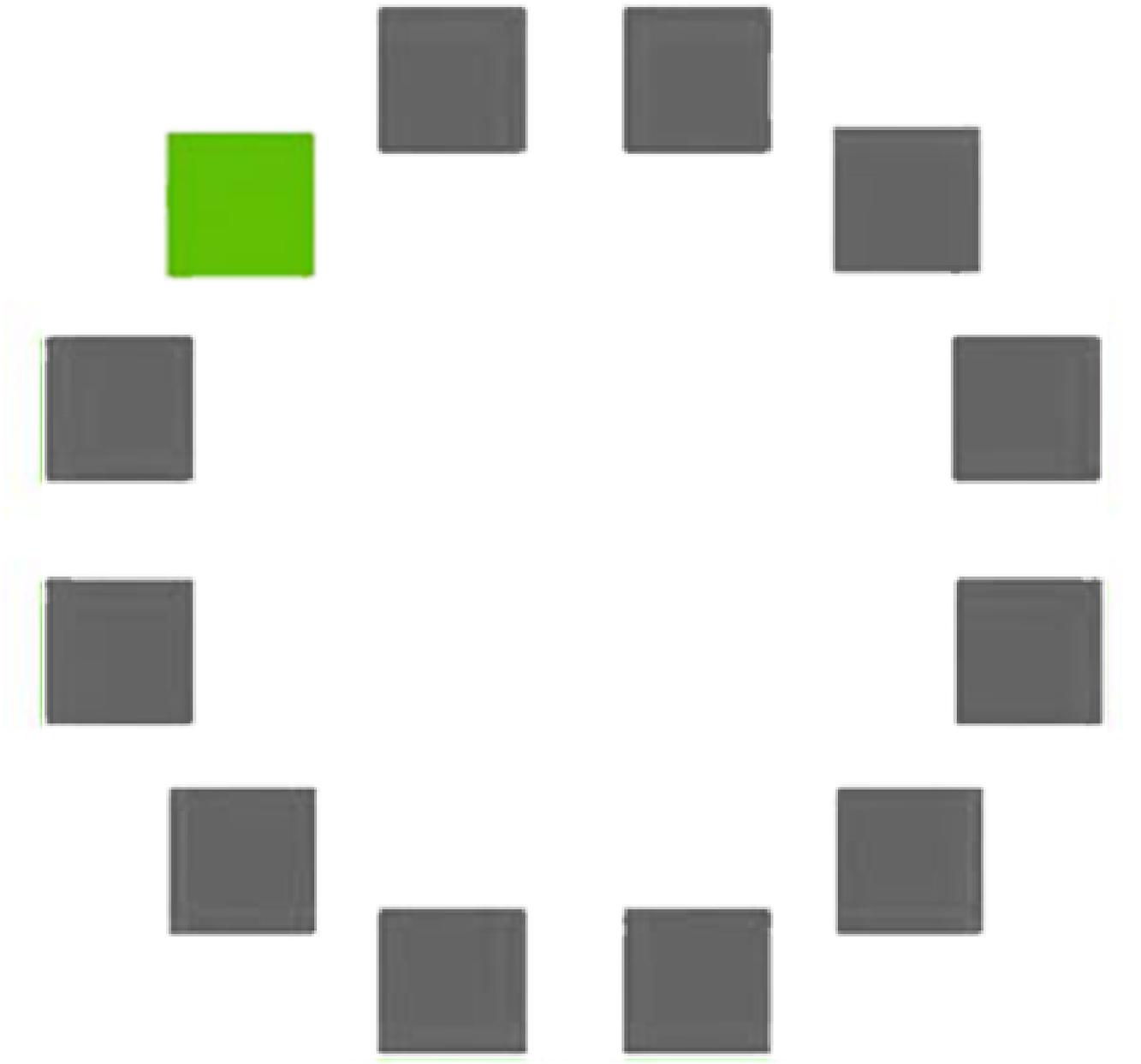
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# The Himba

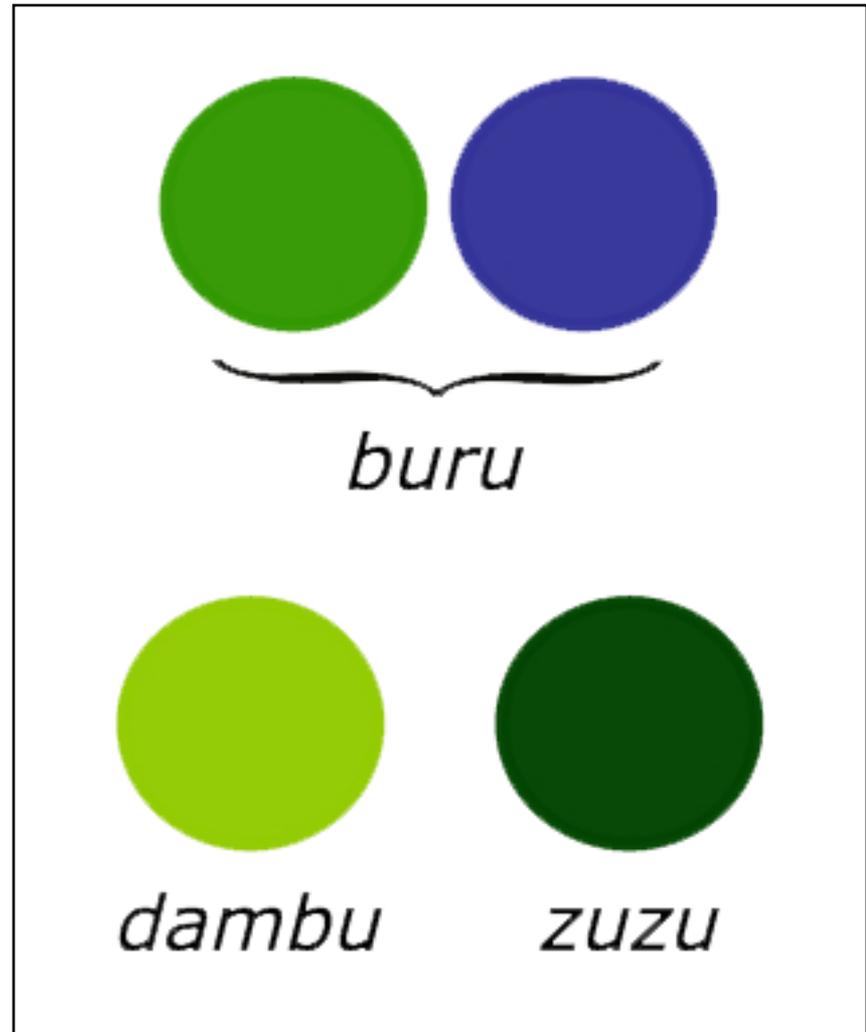
*Namibia*





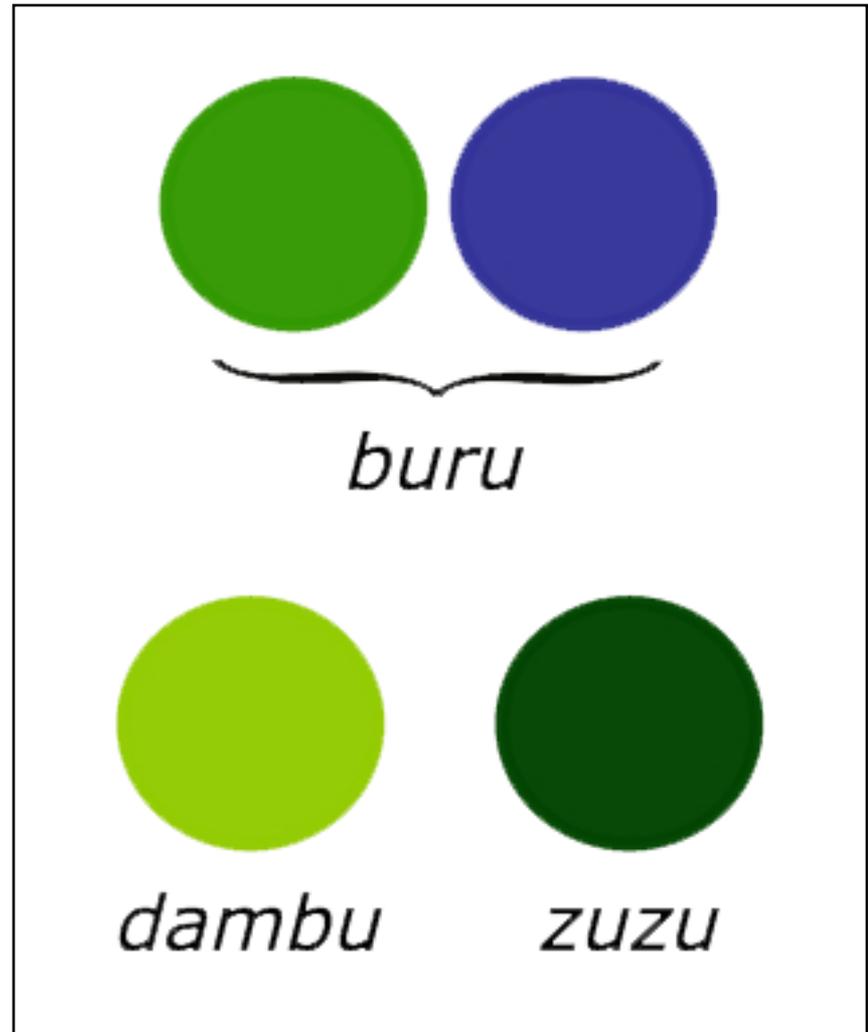


Himba





Himba



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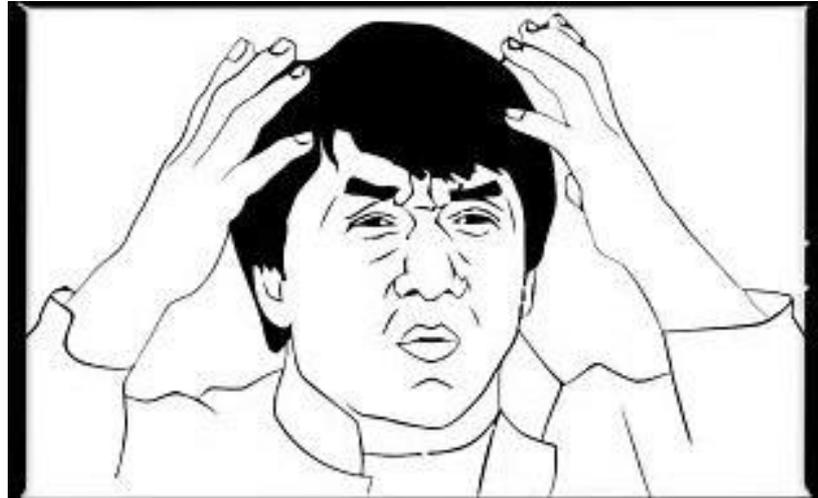
## So What!?

Alone:

*Spend ~90sec writing down  
the story thus far.*

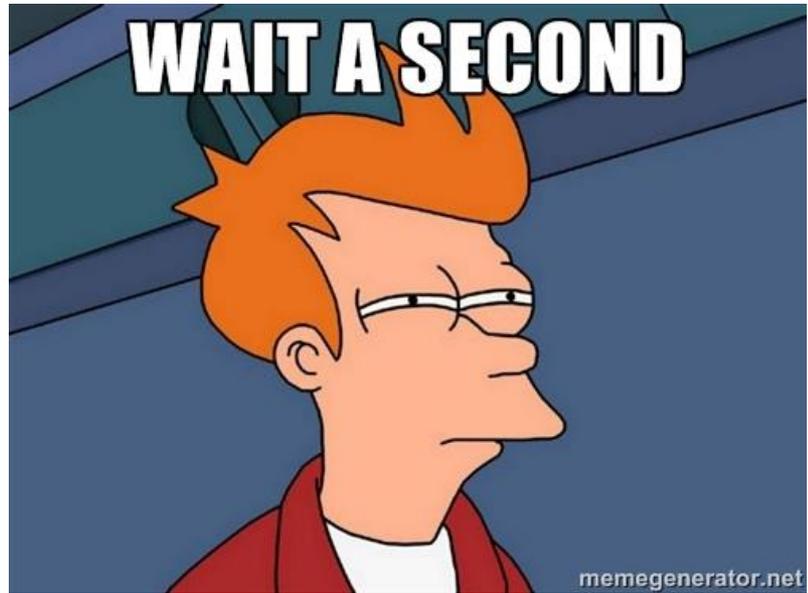
Small group discussion:

*What this might mean for  
you, your job, and your  
team?*



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The Brain

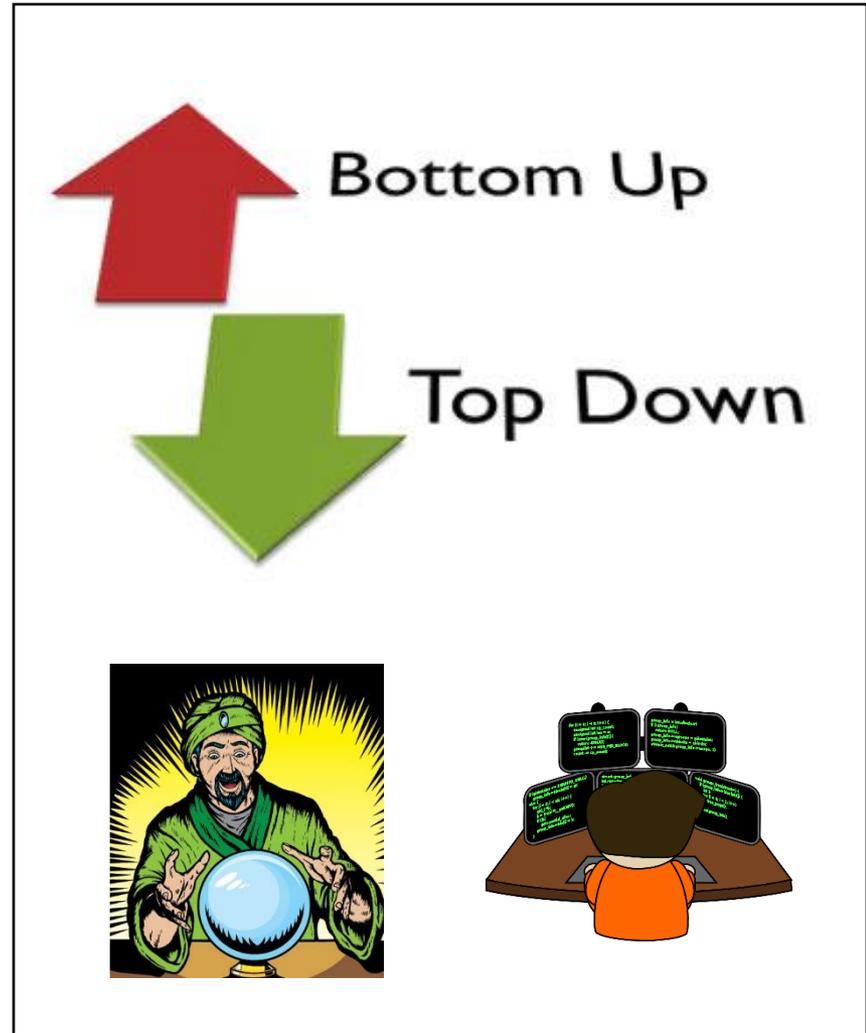


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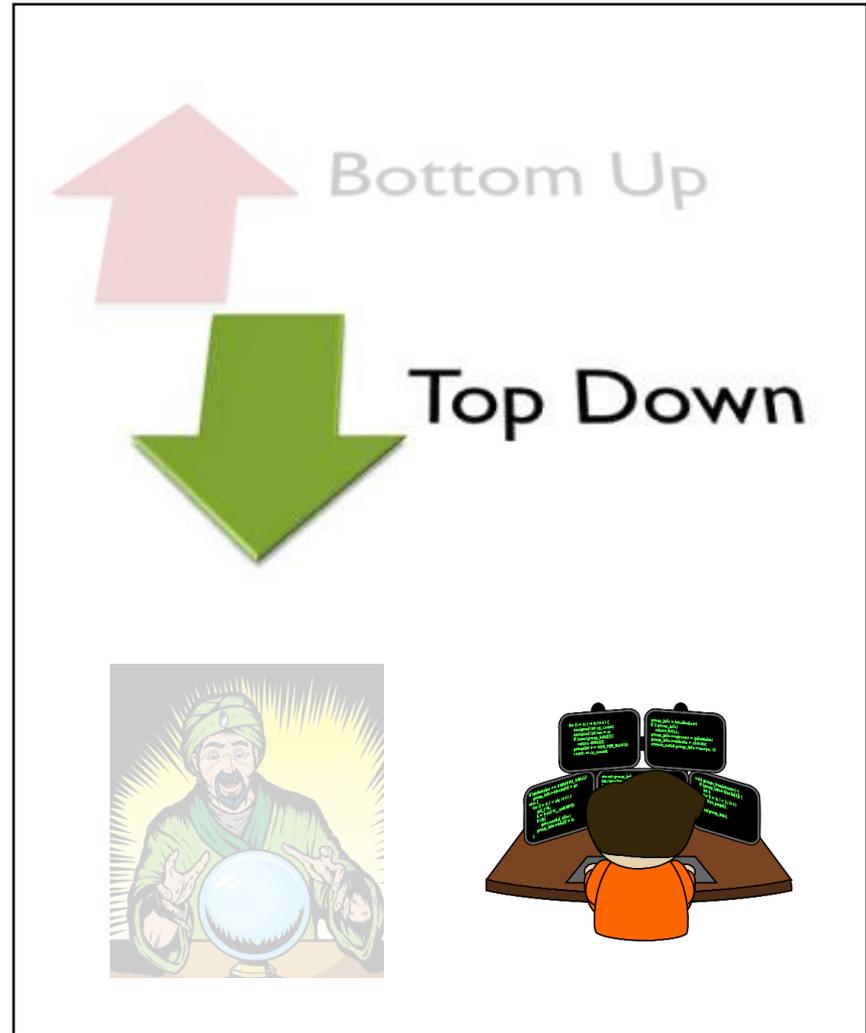
## The Brain



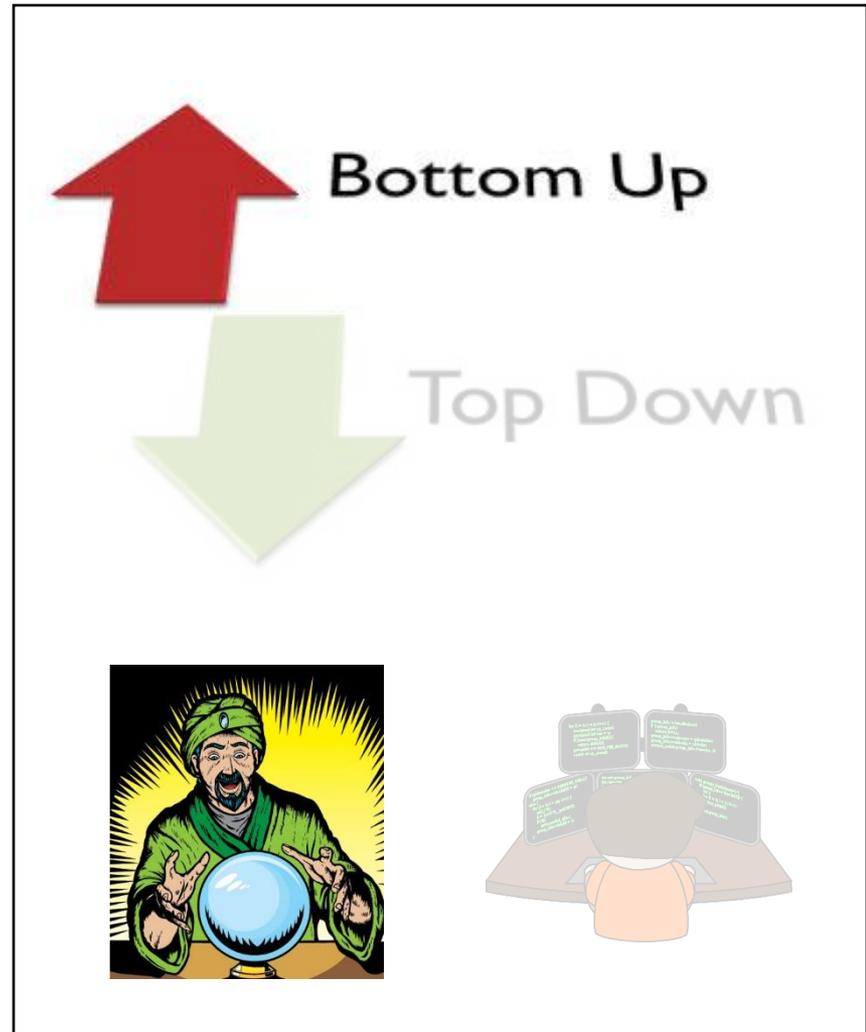
Bottom Up /  
Top Down



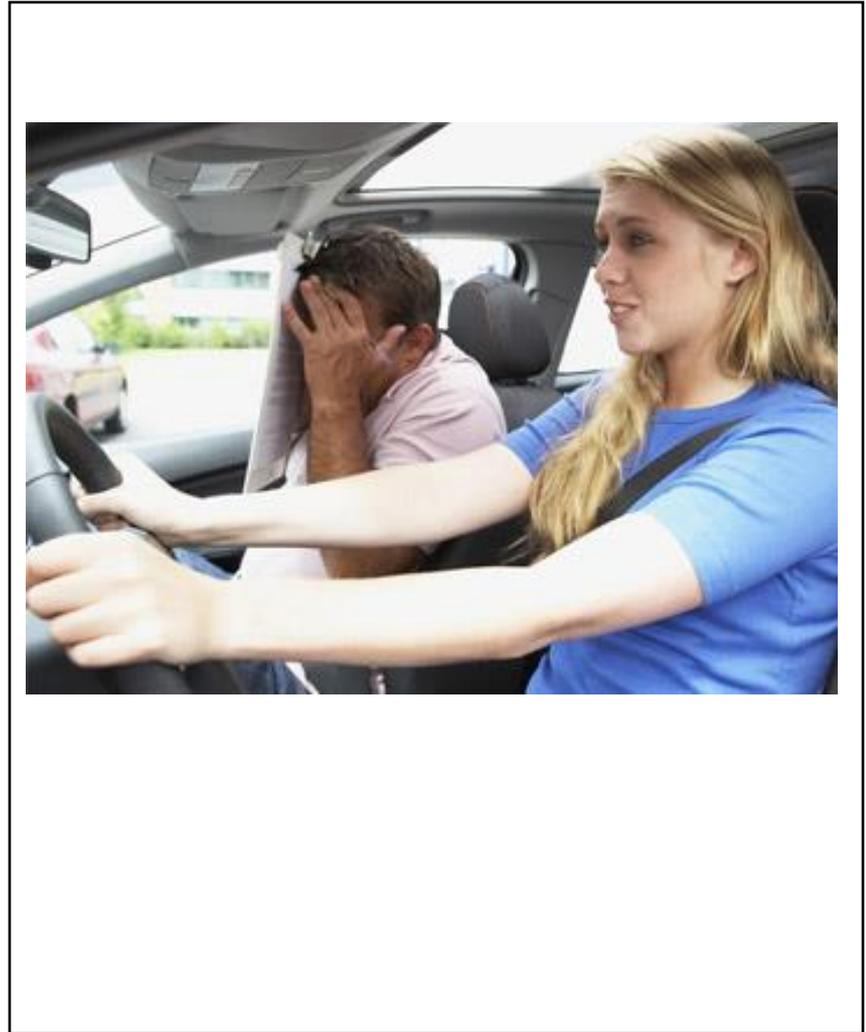
Bottom Up /  
Top Down



Bottom Up /  
Top Down

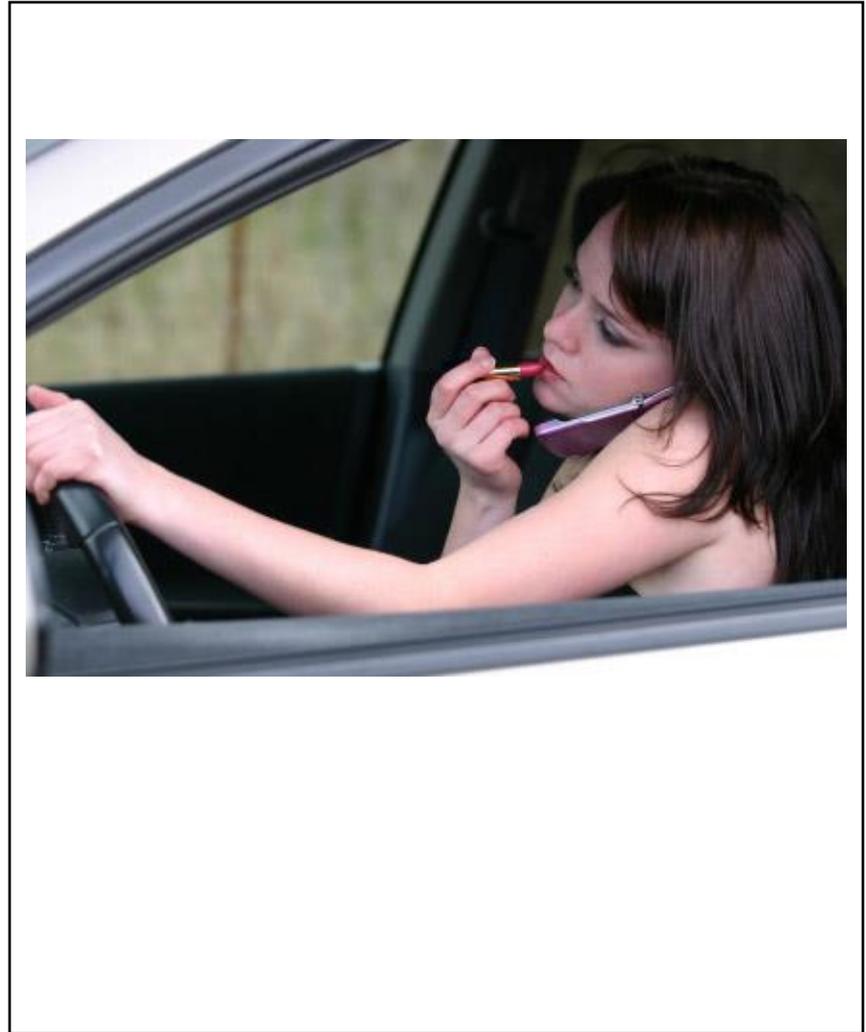


# Top Down



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## Bottom-Up



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# What is This!?



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Bottom Up



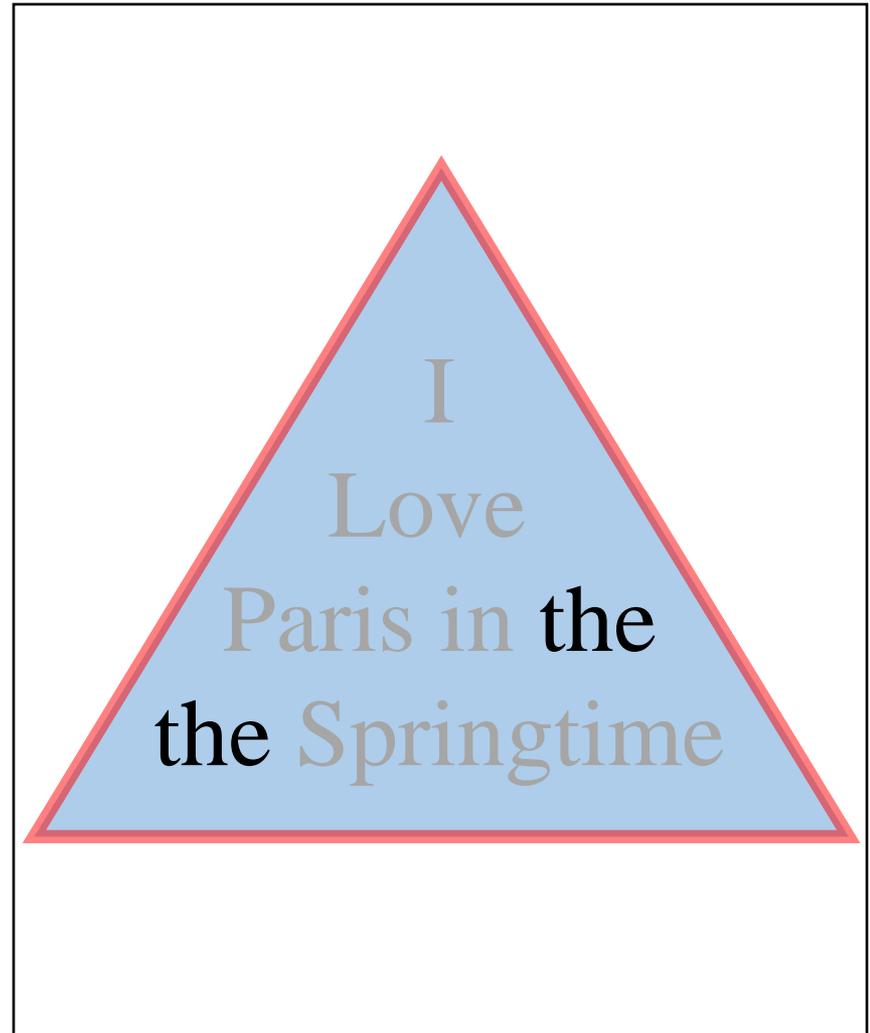
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**FINISHED FILES ARE THE RE  
SULT OF YEARS OF SCIENTI  
FIC STUDY COMBINED WITH  
THE EXPERIENCE OF YEARS.**

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Bottom Up

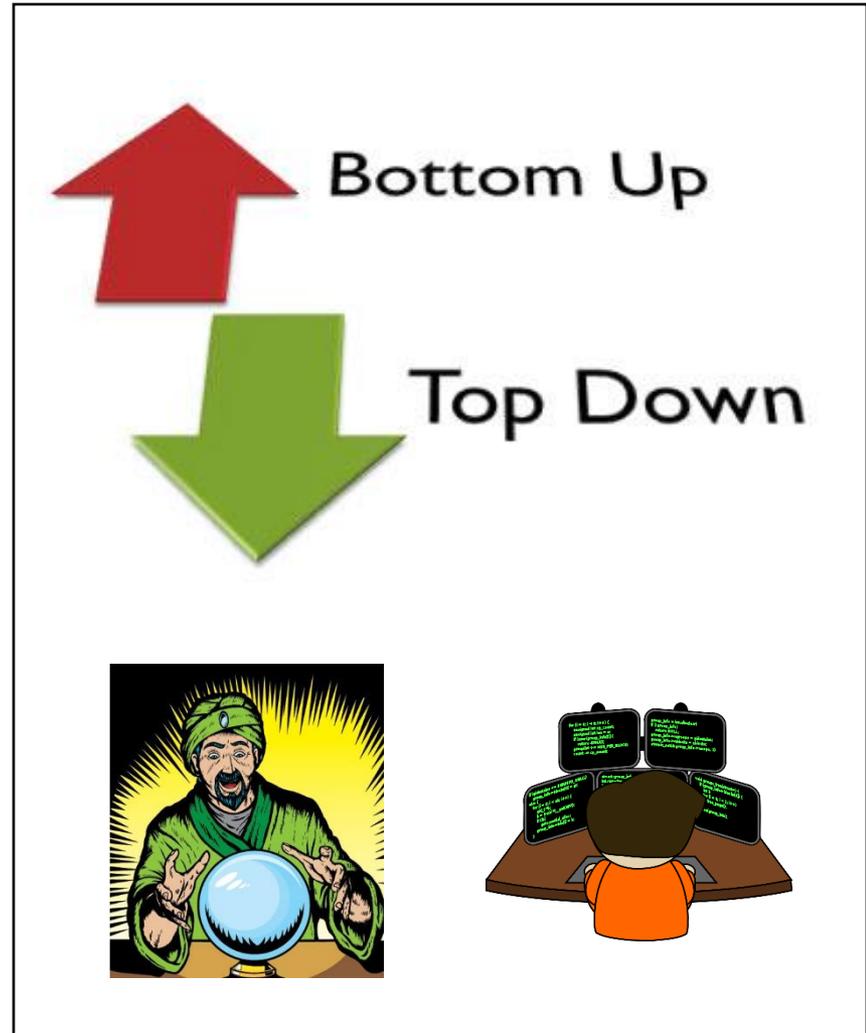


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Btootm up aicvtaion of pragmmros  
taht fit wtih your prictdeion is the  
reosan you can raed this sntecne with  
Mimanil eforft – that and yrou’e  
Pterty Sarmt!

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Bottom Up /  
Top Down



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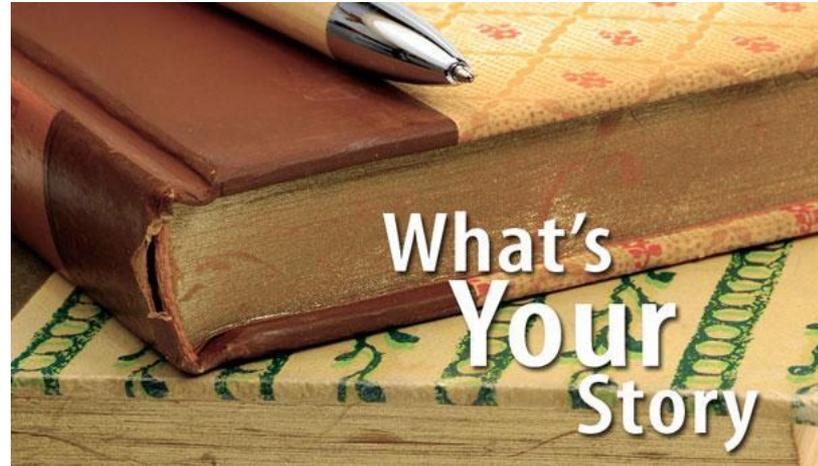
We All Multitask



## Can Run Bottom-Up



# Change Your Story?



# Access the Coder?

*3 Ways...*



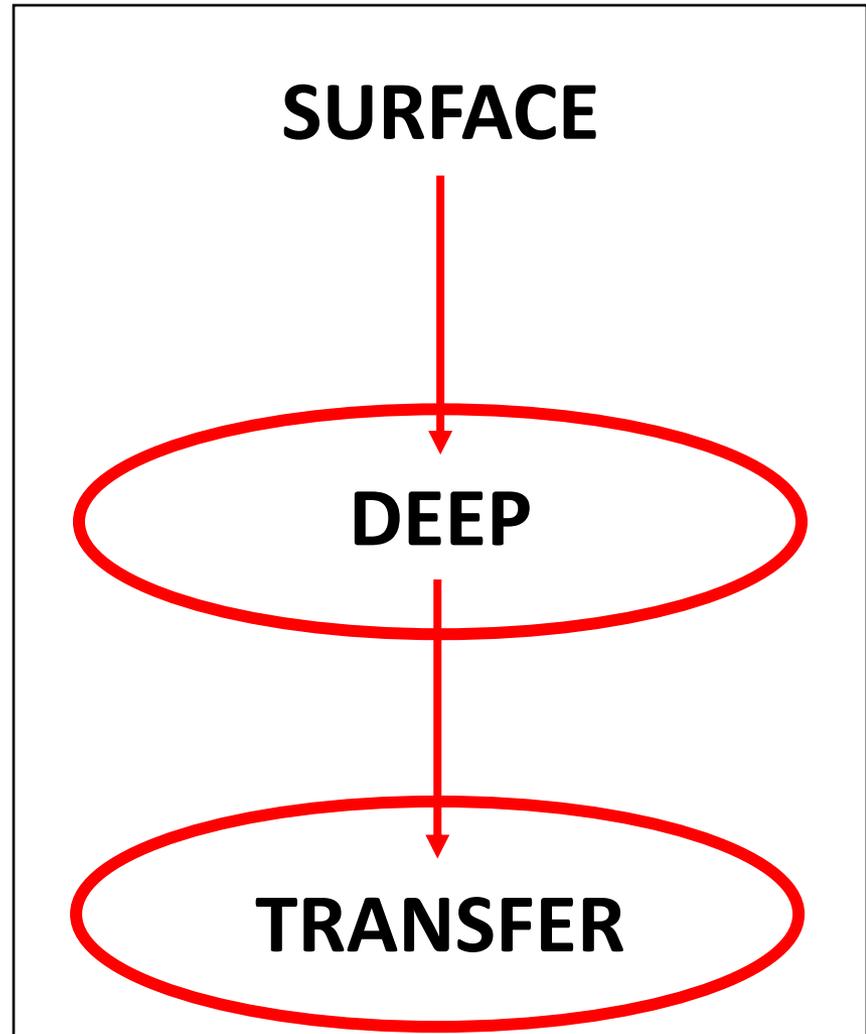
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**1) Go Brand New**  
*(Trajectory)*



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## The Learning Trajectory



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O		X
X	X	O
O		

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## 2) Change the Ruleset (*not the difficulty*)

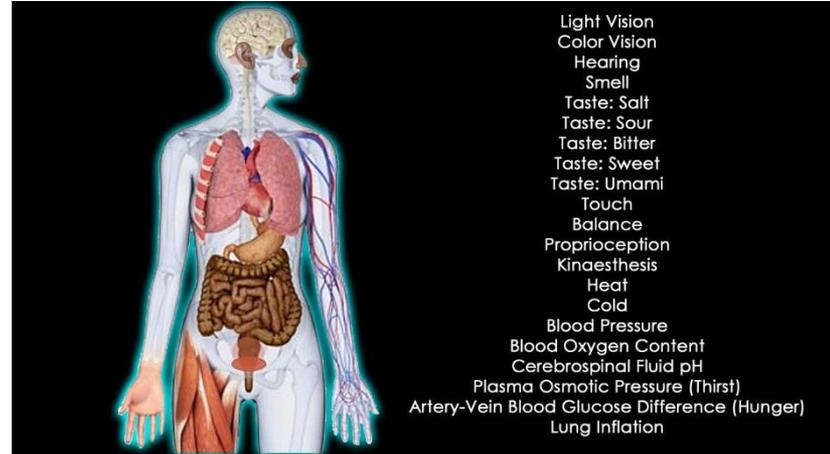


## Note...

*How many senses does the typical human being have?*

5

21



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### 3) Error



...and talks a  
away for the future  
that to **focus** on the  
...his new play  
...of ...

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Unless an error is large, it will NOT activate the error alarm. For this reason, we need a different way to activate that alarm.

What could it be?

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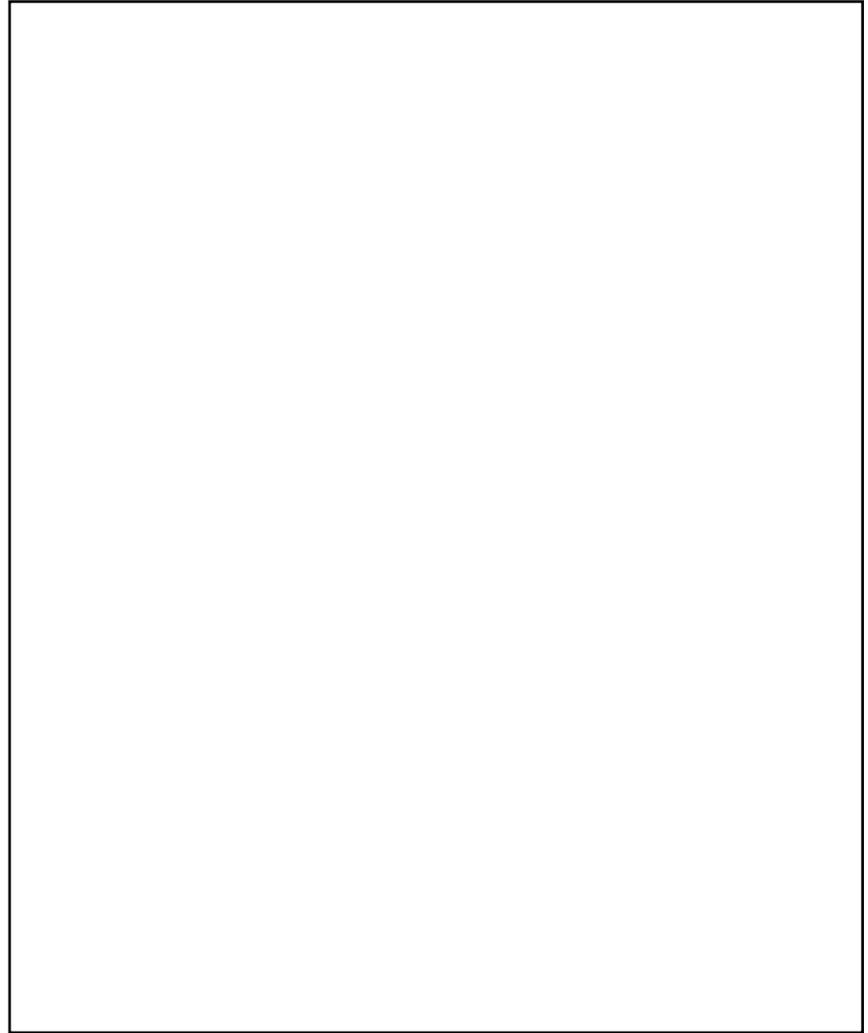
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**FEEDBACK!**



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**3 Questions**



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## 3 Questions

*Where am I going?*



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## 3 Questions

*Where am I going?*

*How am I going?*



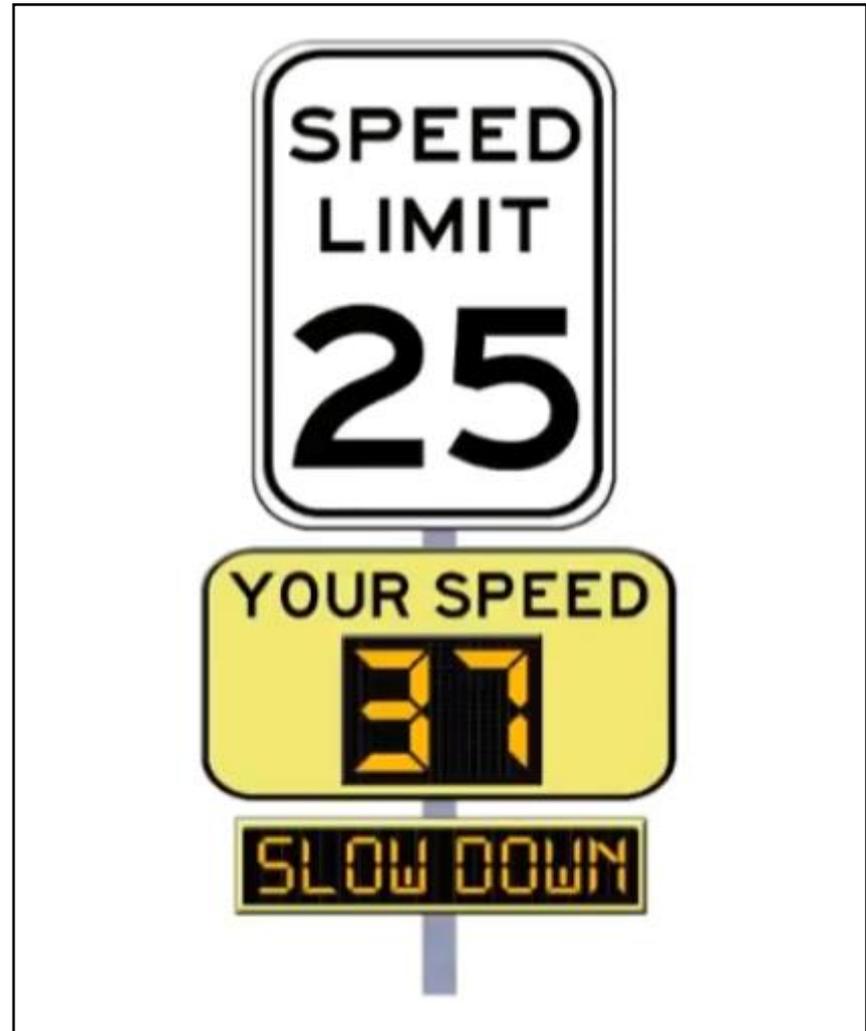
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## 3 Questions

*Where am I going?*

*How am I going?*

*Where to next?*

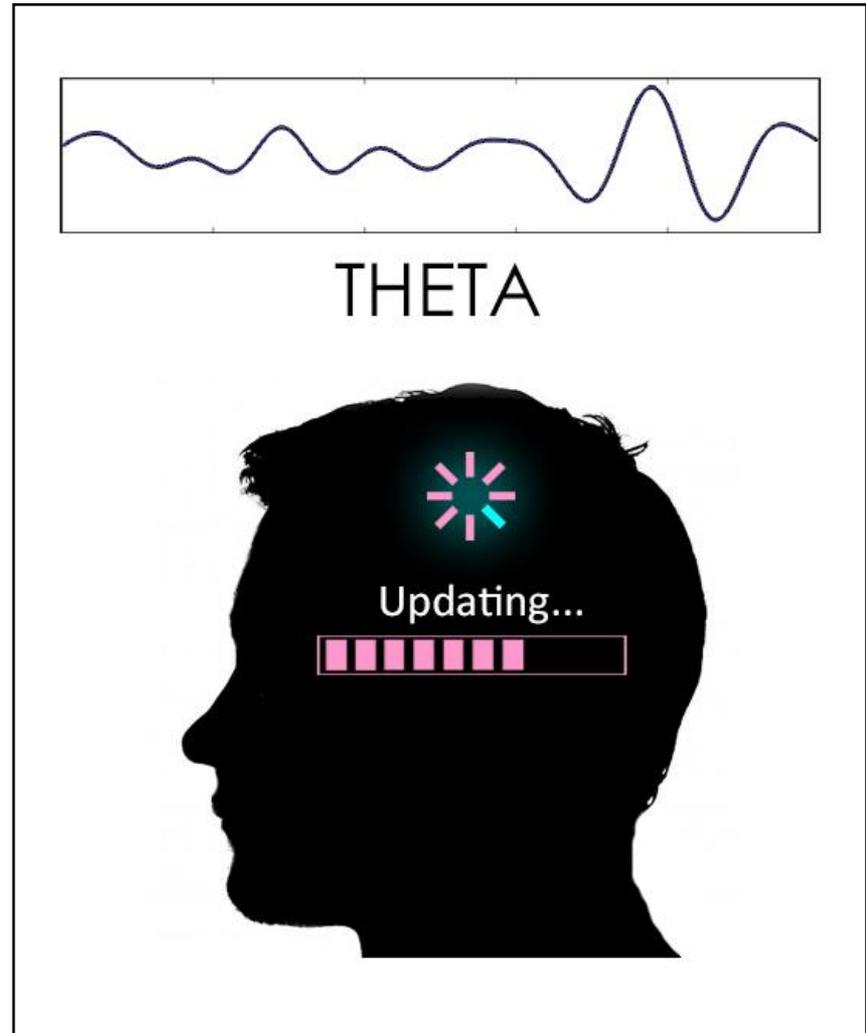


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## The Choice

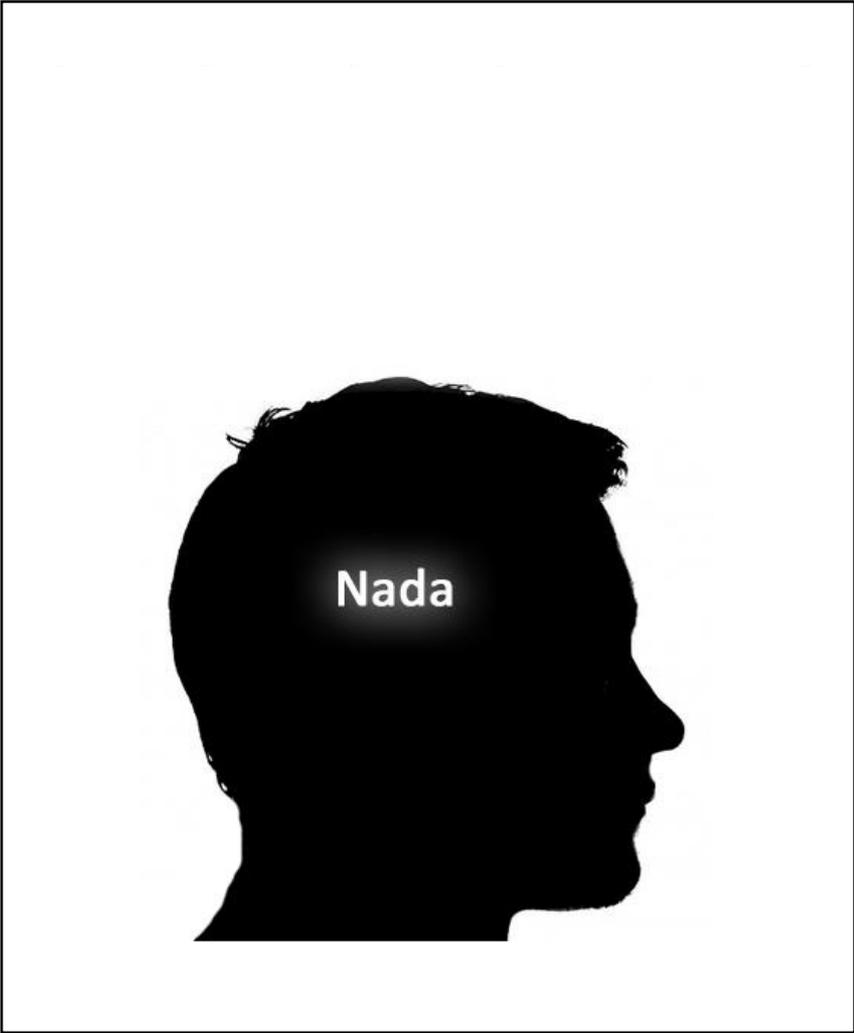


**Engage**



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**Disengage**



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So Now Then

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Thanks

*Jared.Cooney.Horvath@  
gmail.com*

[www.lmeglobal.net](http://www.lmeglobal.net)

