



#1: WORKING MEMORY AND INSTRUCTION

WORKING MEMORY: MEMORY THAT INVOLVES STORING, FOCUSING ATTENTION ON, AND MANIPULATING INFORMATION FOR A RELATIVELY SHORT PERIOD OF TIME (SUCH AS A FEW SECONDS)

INSTRUCTION: THE TRANSFER OF LEARNING FROM ONE PERSON TO ANOTHER

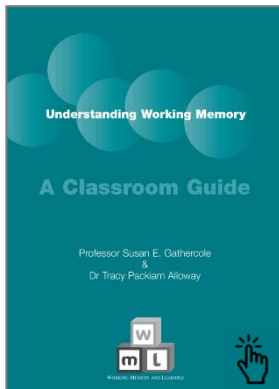
THE ISSUE



‘Many of the learning activities that children are engaged with in the classroom, whether related to reading, mathematics, science, or other areas of the curriculum, impose quite considerable burdens on **working memory**. Activities often require the child to hold in mind some information (for example, a sentence to be written down) while doing something that for them is mentally challenging (such as spelling the individual words in the sentence). These are the kinds of activities on which children with poor working memory struggle with most, and often fail to complete them properly because they have lost from working memory the crucial information needed to guide their actions. As a result, the children may not get the learning benefit of successfully completing an activity, and this slows down their rates of learning.’

Understanding working memory – a classroom guide, Gathercole and Alloway, 2007 – see below

THE EVIDENCE BASED RESOURCES



**CLASSROOM GUIDE
UNDERSTANDING
WORKING MEMORY:
A CLASSROOM
GUIDE**

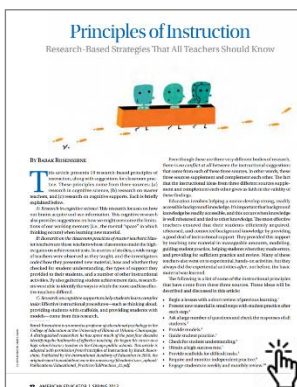


**LINKED PODCAST
WORKING MEMORY WHAT IT IS,
WHY IT'S IMPORTANT FOR
TEACHERS TO KNOW ABOUT IT
AND HOW AN UNDERSTANDING OF
WORKING MEMORY CAN INFORM
THE WAY TEACHERS TEACH**



**LINKED ARTICLE
COGNITIVE LOAD
THEORY AND ITS
APPLICATION IN THE
CLASSROOM
(REFERENCING
WORKING MEMORY)**

CONNECTING TO RELATED RESOURCE



**LINKED PAPER
ROSENSHINE'S
PRINCIPLES OF
INSTRUCTION**



**LINKED ELEMENTS OF ROSENSHINE'S PRINCIPLES
#2 INTRODUCING NEW MATERIAL IN SMALL CHUNKS –
EXTENDS TO BREAKING DOWN COMPLEX TASKS BY
PROVIDING MODELS (#4) AND SCAFFOLDS (#8)**