



#2: WORKING MEMORY AND DUAL CODING

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

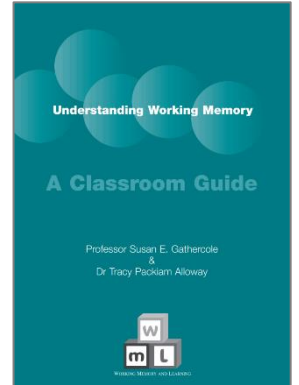
DUAL CODING: THE SPATIAL STRUCTURE OF VISUAL INFORMATION AND ITS COGNITIVE ADVANTAGE



WORKING MEMORY

‘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.’

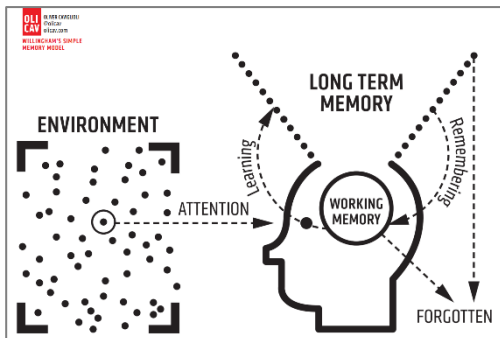
Understanding working memory – a classroom guide, Gathercole and Alloway, 2007



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



DUAL CODING: EVIDENCE BASED RESOURCES BY @OLICAV OLIVER CAVIGLIOLI



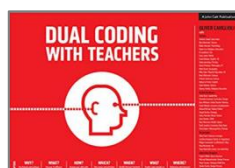
SUPPORTING VISUAL
WILLINGHAM'S SIMPLE MODEL OF MEMORY



VIDEO CLIP
AN INTRODUCTION TO DUAL CODING (5 MINS)



LINKED PODCAST
**IN CONVERSATION
WITH OLIVER
CAVIGLIOLI (35 MINS)**



OLIVER'S BOOK
**DUAL CODING
THEORY, PRACTICE
AND EXAMPLES**



OLIVER IS HEADLINING AT researchED IPSWICH
SATURDAY 16 NOVEMBER 2019
TICKETS GOING FAST – DON'T MISS OUT
SNAP UP ONE OF THE REMAINING FEW HERE!

