

MAY I HAVE YOUR



How Emotion and Attention
Impact Our Rehearsals

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NBA/IGSMA Band Director Workshop

McCracken Middle School

Skokie, Illinois

Part One: The Rehearsal

- Envisioning Your **Ideal** Rehearsal Environment: *focusing on the process before the product*
 - “What is the goal of the rehearsal? What are my priorities?”
 - “What does it look like? Sound like? Feel?”
 - “What is my role during the rehearsal?”
 - “How am I listening? What am I listening for?”
 - “What am I asking of my students?”
 - “How am I communicating my ideas?”
- Comparing Your Ideal Vision With Reality: *defining the starting point for growth*
 - “What are we doing well?”
 - “What can we improve?”
 - “Where can I improve?”
 - “What is my plan for change?”
- “What is one action I can take to promote change?”

“Growth demands a temporary surrender of security.” – Gail Sheehy

Part Two: The Role of Emotion in our Lives

- EMOTIONS
 - Fundamental, instinctual neurological reactions to stimuli
 - Hard-wired deep in the brain (amygdala)
 - Play a role in how we process information and our memory
- FEELINGS
 - The mental portrayal of what is going on in the body
 - The product of the brain perceiving emotions and assigning meaning to them
- In other words: emotions are the foundation of our feelings and our ability to remember information.
- **BRAIN RULE #4: “We don’t pay attention to boring things.”**
 - The brain is a sequential processor, not a multi-tasker.
 - We can only focus on one higher order task at a time.
 - The brain uses emotion to determine what is important, where to focus, and what to remember.
 - Emotional arousal helps the brain learn.
- “What is one strategy I can use that is emotionally relevant?”

“Attention is the rarest and purest form of generosity.” – Simone Weil

PART THREE: Memory

- **BRAIN RULE #5: “Repeat to remember.”**
- **BRAIN RULE #6: “Remember to repeat.”**
 - The capacity of memory is initially 30 seconds.
 - Unless information is repeated, it disappears.
 - The time between repetitions matters.
 - The initial seconds after receiving information are important. We have to move information from short-term memory to working memory.
 - Moving information into long-term memory requires repeated exposure to the information, at regular intervals, over time.
 - If we want our students to remember, we have to remember to repeat. (This doesn’t mean in the same way!)
- Memory and information processing is improved if it is attached to an emotion (semantic encoding).
- Emotionally relevant information is easier to recall.
- “What information do I want my students to remember? What is one technique I can use to help them?”

***“Learning is an experience. Everything else is just information.” –
Albert Einstein***

PART FOUR: Sensory Integration

- **BRAIN RULE #9: “Stimulate More of the Senses.”**
 - Learning is a function of sensory integration.
 - The brain inputs information according to a hierarchy of how many senses are involved.
 - Multi-sensory experiences trump uni-sensory experiences.
 - Improved attention, retention, and problem-solving
 - Movement enhances learning
 - Learning improves when sensory input is active and participatory
- “What is one technique I already use in my rehearsals that I can enhance by incorporating another sense?”

“All our knowledge begins with the senses.” – Immanuel Kant

PART FIVE: Other Important Factors

- **FEEDBACK**

- Timely, on-going, and consistent feedback is the most effective
- Feedback is “information about the effect of actions related to a goal.”
- Research suggests effective feedback is a powerful influence in student achievement
- S.M.A.R.T. Feedback
 - **Specific** – unambiguous, useful, personalized
 - **Measurable** – concrete, not abstract
 - **Achievable** – challenging but can be met over time
 - **Relevant** – does not lose sight of the goal
 - **Time-based** – sets the level of urgency

- **INSTRUCTIONAL QUALITY**

- What we know, do, and care about matters

- **STUDENT-TEACHER RELATIONSHIP**

- If students perceive you care about what you are teaching and who you are teaching, they reciprocate.
 - Create supportive, collaborative communities
 - Provide opportunities for input, questions, feedback
 - Treat students with respect; care for their well-being
 - Evaluate your level of engagement
 - Share your love and enthusiasm for music with students

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SELECTED SOURCE MATERIAL

Hattie, J. (2003). *Teachers make a difference: What is the research evidence?* Melbourne: Australian Council for Educational Research Annual Conference on Building Teacher Quality.

Hattie, J. (2009). *Visible learning*. New York, NY: Routledge.

Hensen, D. (2001). Reflections on the Manner in Teaching Project. *Journal of Curriculum Studies*, (33)6.

Kohn, A. (2010, July 18). Complaining about a generation of spoiled kids – again. *Washington Post*.

Kovalik, S. (<http://www.thecenter4learning.com/>).

Moore, K. (2014, December 4). Giving S.M.A.R.T. feedback to millennials. *Forbes*.

Slywester, R. (2005). *How to explain a brain: An educator's handbook of brain terms and cognitive processes*. Thousand Oaks, CA: Corwin Press.

Wiggins, G. (2012). Seven Keys to Effective Feedback. *Educational Leadership*, (70)1, 10-16.

ADDITIONAL MATERIAL OF INTEREST

Goleman, D. (2013). *Focus: The hidden driver of excellence*. New York, NY: HarperCollins.

Medina, J. (2008). *Brain rules: 12 principles for surviving and thriving at work, home, and school*. Seattle, WA: Pear Press.