

Attention



Arousal Perception

What can I do to capture attention?

Generate curiosity

Make it personal

Make it emotional

- Audio: voice tone, style, volume, dramatic pauses, background music, sound effects,
- Visual: facial/body language, enthusiasm, appearance visuals, white space, size, colour, presentation,
- Mystery: curious/mysterious images, layouts, voices, presentation unexpected events: sounds, pictures, events, opinions
- Be specific (Name people, companies: avoid generalising) Use gender pronouns: him, her not 'they'
- Be specific (Name people, companies: avoid generalising)
- State the value of the material: what it means, implications, worth
- Evolve the implications of success from achieving success



Inquiry Arousal

What can I do to stimulate curiosity?

Increase curiosity

Generate inquiry

Make them think

- Audio: voice tone, style, volume, dramatic pauses, background music, sound effects,
- Visual: facial/body language, enthusiasm, appearance visuals, white space, size, colour, presentation,
- Mystery: curious/mysterious images, layouts, voices, presentation unexpected events: sounds, pictures, events, opinions
- Create mental conflict: use
 - contradictory facts
 - conflicting principles
 - unexpected opinions
 - paradoxical examples
- Introduce/develop topics via problems that the 'material' will solve
- Use open-ended, reflective, rhetorical questions



Variability

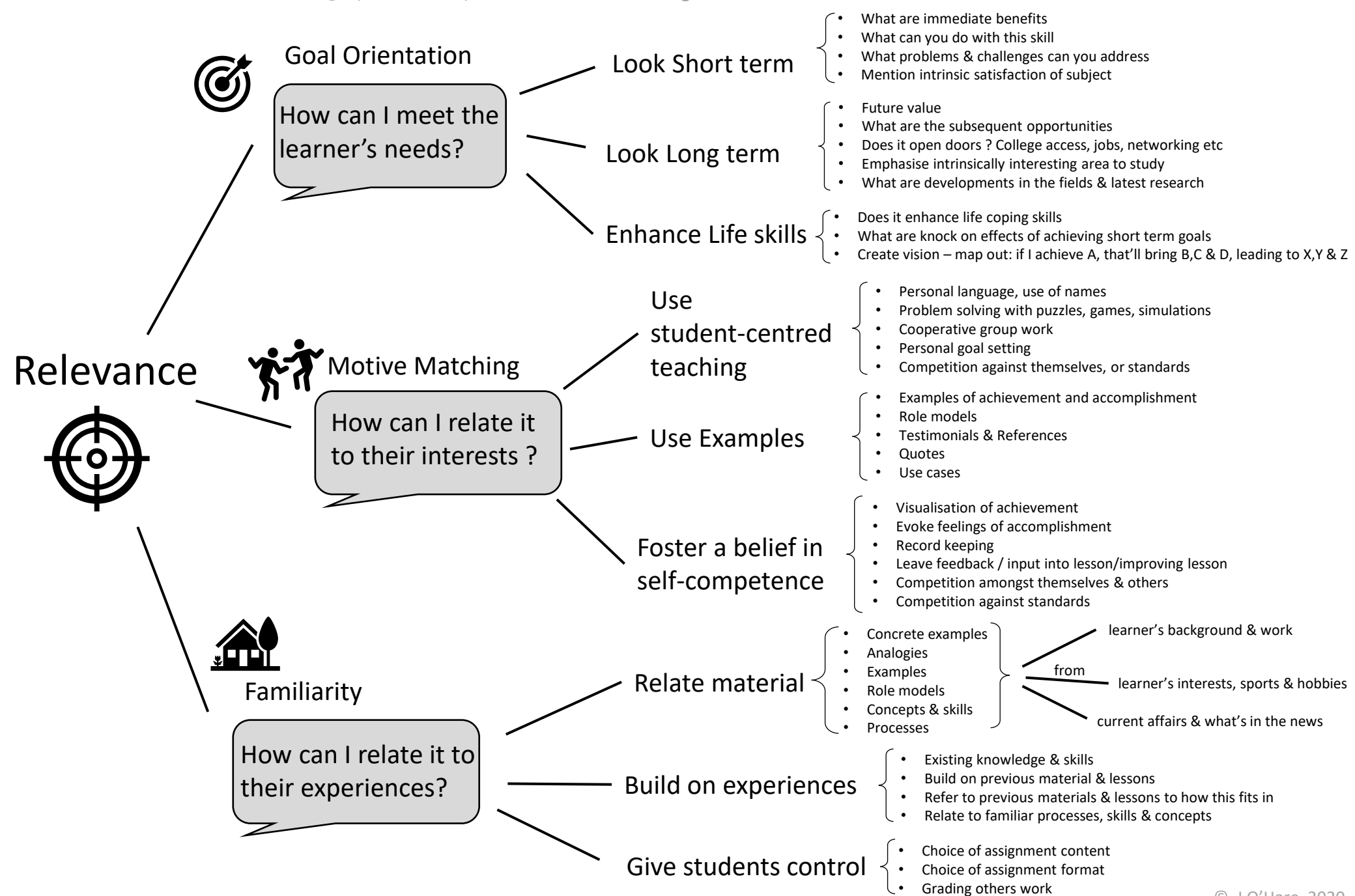
What can I do to maintain attention?

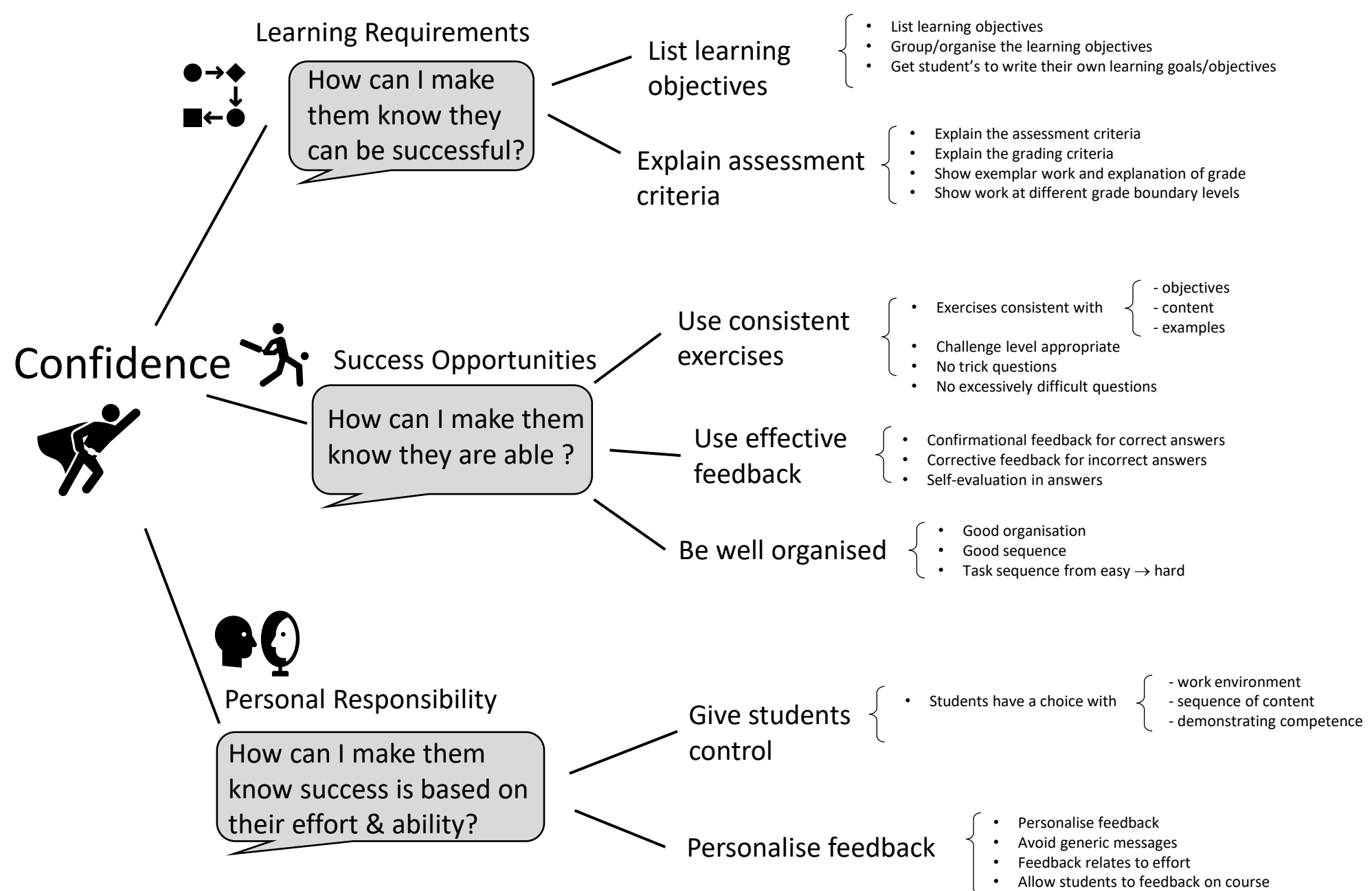
Vary presentation

Visualisation

Use human interest

- presentation (layout, format, slide advance, text, visuals, speech, pace)
- media (speech, animation, film, tables, pictures, cartoons, text, 'white space')
- presenters (people, voices, appearances, perspectives, pauses/'white space')
- activities (listen, think, discuss, draw, write, do, test)
- script unexpected events
- Analogies & Metaphors
- Concrete examples
- Visualisations (scale, perspective, impact)
- Imagery (diagrams, lists & flowcharts)
- Make the complex simple & accessible
- Concrete examples, specific people: named
- Visualisation & imagery of feelings & perspectives
- Conflicting viewpoints: specific criticism & praise





Intrinsic Reinforcement



How do I encourage a student's long term interest in the subject?

Timely use of knowledge

- Allow students to use their knowledge as soon as possible
- Allow successful students to help others

Use goal based comments

- Use positive comments related to goals
- Use enthusiastic comments related to goals
- Acknowledge actions & characteristics necessary for success
- Acknowledge any risks or challenges met
- Reinforce feelings of pride in accomplishing a difficult task

Offer further study

- Provide information about:
 - related areas
 - new applications
 - new developments
 - further study opportunities

Satisfaction



Extrinsic Rewards



How can I reinforce their success?

Use extrinsic rewards

- Unexpected extrinsic rewards for intrinsic tasks
- Extrinsic rewards not used for control
- Congratulatory feedback for success
- Games with scoring systems and extrinsic rewards

Use symbolic rewards & certificates

- Certificates used during course
- Certificates used after course
- Symbolic rewards used during course
- Symbolic rewards used after course

Use personal attention

- Congratulatory feedback for success
- Personal attention on task
- Personal attention after task
- Reinforcement activities for new skills
- Intermittent use of reinforcement as skills progress
- Avoid threats and surveillance



Equity

How can I anchor feelings of success ?

Be Consistent

- Performance requirements consistent with stated expectations
- Consistent measurement standards for all tasks
- Consistent measurement standards for all accomplishments
- End of course test consistent with course content
- End of course test consistent with difficulty of preceding exercises