ASCD Webinar Chat Transcript

“The Motivated Brain: Using the SEEKING System to Improve Student Attention, Engagement, and Perseverance” with Gayle Gregory and Martha Kaufeldt

October 13, 2015

2:42:51 PM from Shirley Sitrick Hello,
2:43:10 PM from Shirley Sitrick So excited to be here. THANK YOU!
2:43:39 PM from Thomas Frank Hello
2:43:47 PM from Margaret Weck hello
2:50:40 PM from Amanda Ferris Hello from Budapest, Hungary.
2:50:46 PM from Kristy Bitting Hi from the sunshine state of Florida!
2:51:15 PM from Theresa Stevenson Hello from Tennessee!
2:51:47 PM from emily bonis Hello from Maine
2:54:35 PM from Jacqui Van de Velde Hello from Sydney Australia
2:54:38 PM from Sadie Levine Greetings from Denver, CO.
2:56:22 PM from Janet Dewey Hello from Virginia!
2:56:45 PM from Neelam Bhagrath Hello from NY
2:57:14 PM from Veronica Westlake Hello from Texas!
2:57:24 PM from Maribeth Sausen Hello from San Diego
2:57:26 PM from nariman tabbaa hello from amman jordan
2:57:35 PM from David Barrett Hi, from Australia.
2:57:44 PM from Emily Mills Hello from Mississippi
2:57:45 PM from Toni Banfield Hello from Australia
2:57:58 PM from Lori Bresnahan Hello from NH
2:58:17 PM from Mary Dakim Hello from Washington DC
2:58:22 PM from Marki Alexander Hello from Oklahoma
2:58:41 PM from Rebecca Adams Hi! From PA
2:59:06 PM from Eva Kay Noone Hello from Philly!
2:59:10 PM from Theresa Carter Greetings from northern Idaho
3:00:10 PM from Sally Rowlands Hi from Devonport Tasmania Australia
3:00:17 PM from Sharon Shirley Hello from CT!
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October 13, 2015

3:01:04 PM from Brittany Howard
Hello from Alabama A&M University. May 2016 Elementary Education Graduate

3:01:28 PM from Ally O’Grady
Hello from Trinity College School in Port Hope, Ontario, Canada - working on sound but also in attendance at a full faculty meeting.....

3:01:33 PM from Annmarie Clasky
Hello All!

3:01:44 PM from Gizelle Vernon
Hello, from York High School in Chicago, IL.

3:02:00 PM from Thao Drussell
Hello from Hawley, MN! Sound is working here.

3:02:14 PM from Jenn Sauriol
Hell, from Hamilton MA!

3:02:18 PM from Joneka Hurst
Hey, from Alabama A&M December 2016 Elementary Education Graduate

3:02:20 PM from Dania Maaliki
Hello from Beirut Lebanon!

3:02:27 PM from Danielle Vokes
Hello everyone! I am checking in from Philadelphia, PA

3:02:36 PM from DeeDee Hughes
Hi from Santa Cruz!

3:02:50 PM from Aracely Paneda
Hi from California

3:02:53 PM from Leah Boulos
Happy Fall afternoon from Woodbury, MN!

3:02:53 PM from Haneen Atmeh
Hi from Jordan

3:02:55 PM from Margaux Chazara
Hi from Jamaica.

3:03:11 PM from Daniel Hathaway
Hello, all; I'm from Asbury, New Jersey.

3:03:14 PM from Sheryl Boyd
Hello from Georgia.

3:03:21 PM from Peter Nieuwold
Hi from Toronto Ontario

3:03:35 PM from Mary Dakim
I am from Gallaudet University in Washington DC

3:03:38 PM from Tim Stark
Hi from Minnesota

3:03:47 PM from Andria Quintero
Hello from New York

3:04:00 PM from Dalia Allencherry
Hello from Virginia.

3:04:01 PM from Bernadette Dvorak
hello from upstate New York

3:04:17 PM from Yolanda Ussery
Hello from Texas

3:04:50 PM from Hailey Watters
Hello from Vermont!

3:04:51 PM from Jennifer Jackson
Hello!
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3:04:53 PM from Rebecca Adams Hi!!!
3:05:03 PM from Jackie Oros Good Afternoon from Durango, CO
3:05:05 PM from Carol Trimble Hello from St. George, Utah
3:05:18 PM from Conn McQuinn Conn McQuinn, from Seattle, Washington
3:05:18 PM from Marilyn Eggers Hello from southern California!
3:05:20 PM from Gail Sinkus Hello from Illinois
3:05:26 PM from Elizabeth Price Hello from Arkansas
3:05:27 PM from Michelle Smith Hello from Iowa
3:05:28 PM from Cary Rios Hello from Guatemala
3:05:31 PM from Sylvia Imler Hello from Ohio
3:05:36 PM from Rebecca Weber Hello from Oklahoma
3:05:41 PM from Sarah Holt hello from texas
3:05:45 PM from sara woodall Sara from St. Michaels, MD
3:05:52 PM from Lisa Hensey Hello from Chicago. Go Cubs!
3:06:03 PM from Cherrie Foster Hello - Kansas here!
3:06:17 PM from theresa mercer Hi from Sao Paulo Brasil
3:06:21 PM from Gabriela Bonofiglio hello
3:06:24 PM from Julie Contant Hello from Chicago!
3:06:26 PM from Madeline Lee Hello from Weston, MA
3:07:02 PM from Lori Boyd Hello from WA
3:07:34 PM from Carolyn Strauch hello from NY
3:07:42 PM from Sara Vandenberg Hello from Kosovo!
3:07:50 PM from Carolyn Kerns Hello from Virginia
3:08:12 PM from Joy Harrigan Hello from Miami
3:08:45 PM from Dawn McMaster Hello from Toronto
3:08:48 PM from Mechi Anaut-Paget Hello from Miami
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**“The Motivated Brain: Using the SEEKING System to Improve Student Attention, Engagement, and Perseverance” with Gayle Gregory and Martha Kaufeldt**

**October 13, 2015**

<table>
<thead>
<tr>
<th>Time</th>
<th>Participant</th>
<th>Message</th>
</tr>
</thead>
<tbody>
<tr>
<td>3:09:08 PM</td>
<td>Maral Abajian</td>
<td>Hello from Montreal</td>
</tr>
<tr>
<td>3:09:16 PM</td>
<td>Kathleen Faulkner</td>
<td>Hello from NW Ohio</td>
</tr>
<tr>
<td>3:09:26 PM</td>
<td>Debi Torres</td>
<td>Hello from Austin, Texas</td>
</tr>
<tr>
<td>3:09:50 PM</td>
<td>Cary Rios</td>
<td>Hello from Guatemala, Central America</td>
</tr>
<tr>
<td>3:10:40 PM</td>
<td>Sharon Shirley</td>
<td>such an amazing range of locations from the participants!</td>
</tr>
<tr>
<td>3:10:55 PM</td>
<td>Ruth Reynolds</td>
<td>It is so wonderful to see participants from around the world!</td>
</tr>
<tr>
<td>3:11:18 PM</td>
<td>Lourdes Mejia</td>
<td>Hi from Sydney, Australia</td>
</tr>
<tr>
<td>3:12:40 PM</td>
<td>Tammy Carnevale</td>
<td>Hello from NH! I was a few minutes late, but glad to be here</td>
</tr>
<tr>
<td>3:13:04 PM</td>
<td>Mariam Mathew</td>
<td>Hello from London, UK!</td>
</tr>
<tr>
<td>3:15:19 PM</td>
<td>Susan Blackmore</td>
<td>Hello, from Georgetown, Ontario, Canada, just outside Toronto.</td>
</tr>
<tr>
<td>3:17:47 PM</td>
<td>Hollister Hunt</td>
<td>Hello, from Bandar Springhill, Malaysia.</td>
</tr>
<tr>
<td>3:18:03 PM</td>
<td>Shannon sleeper</td>
<td>Hello, from Caribou, Maine</td>
</tr>
<tr>
<td>3:19:29 PM</td>
<td>Colleen Gonzales</td>
<td>&quot;...It is the journey, not the destination.&quot;</td>
</tr>
<tr>
<td>3:19:39 PM</td>
<td>Edward Caropreso</td>
<td>I'm interested in the comments about &quot;wanting&quot; being the trigger for</td>
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<td></td>
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<td>these &quot;emotional&quot; events; emotion is typically considered to be an</td>
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<td>involuntary experience whereas wanting, esp as presented, would be a</td>
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<td>voluntary experience. How are these two experiences/interpretations</td>
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<td></td>
<td></td>
<td>addressed, reconciled?</td>
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<tr>
<td>3:20:28 PM</td>
<td>Lauren Choi</td>
<td>&quot;We feel good while we are doing tasks&quot; -what kind of tasks?</td>
</tr>
<tr>
<td>3:21:44 PM</td>
<td>Michelle Smith</td>
<td>I have been working through Motivating the Reluctant Learner...may be</td>
</tr>
<tr>
<td></td>
<td></td>
<td>good for you as well Jennifer Middleton</td>
</tr>
<tr>
<td>3:21:46 PM</td>
<td>Colleen Gonzales</td>
<td>Hello from Pittsburgh, Pennsylvania</td>
</tr>
<tr>
<td>3:22:23 PM</td>
<td>Sarah Swicegood</td>
<td>Do we receive the same &quot;shot&quot; of dopamine when we are doing the task</td>
</tr>
<tr>
<td></td>
<td></td>
<td>if we are not sure we can be successful?</td>
</tr>
<tr>
<td>3:23:03 PM</td>
<td>Susan Blackmore</td>
<td>I am a Student Work Study teacher, working with students to study</td>
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<td>their learning voice in elementary classes from kindergarten to grade</td>
</tr>
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<td>8. I work with teacher volunteers in 5 schools.</td>
</tr>
<tr>
<td>3:23:10 PM</td>
<td>Consuelo Rodriguez</td>
<td>Hello from Groningen, Netherlands.</td>
</tr>
</tbody>
</table>
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3:23:38 PM from yasmeen kashef is there also a point when you have to worry about overstimulation?

3:23:49 PM from Darby Oakley I'm participating from CO, USA. It is so great to collaborate with teachers all over the world!

3:24:24 PM from theresa mercer connecting to prior learning, knowledge, experience seems to pull in student engagement

3:24:32 PM from Cindy Cooley Hello from Waynesboro, Mississippi!

3:24:51 PM from Joy Harrigan Any suggestions for college/university students? Especially online learners

3:25:04 PM from wendy vanhosen Thank you for this presentation. It is of great interest to me and I am currently conducting a study on how brain based teaching impacts academic achievement in a low performing Title 1 elementary school. Great information.

3:25:05 PM from Lauren Choi Please give an example of "unstructured, spontaneous play" in a high school classroom

3:25:31 PM from Lauren Sigel Do dopamine levels change when students reach adolescence?

3:26:13 PM from Eva Kay Noone We just had a play day in a 9th gr. class where we set up stations to explore different types of media in stop-motion photography.

3:26:26 PM from Rebecca Weber I think of HS students exploring a lab in biology or looking at pictures of historical events and making connections with them.

3:26:35 PM from theresa mercer HS and college- Socratic circles

3:26:51 PM from jan robinson Lauren - what about a pile of real artefacts from history, or a range of scientific materials (that won't explode on combining!) Jan

3:26:51 PM from Colleen Gonzales Basically, make as many different variables in learning fun

3:27:16 PM from Maribeth Sausen Do children with intellectual disabilities experience the same levels of dopamine triggered by the seeking system?

3:27:21 PM from Susan Clayton however, fun does not always equal learning

3:27:22 PM from Colleen Gonzales I like the science behind it

3:27:32 PM from Lauren Choi or a tea party where participants play figures from history

3:27:41 PM from Maribeth Sausen Lauren I like that idea

©2015 ASCD.
Some schools are experimenting with "Genius Hour" or "20% Time," based on the Google model of allowing staff to spend up to 20% of their time on work of their own choosing, without needing to justify it.

I agree, but fun can be incorporated into learning, but it is important to measure the learning outcomes at the end.

no, but it certainly argues that learning can = fun

yes, learning can and should be enjoyable - just have to be careful the focus is learning

true, but thoughtfully and consciously creating an environment that is fun but exquisitely educational is an option

yes it is

and possible!

The activation and motivation may be explored but there is clearly from this research, strong intention to deliberately provide opportunities to evoke learning.

Hi ya'll from Puerto Rico!

It also means letting the students have the option to learn things beyond what we tell them to learn.

Habits of Mind will definitely fit into planning lessons with the motivated brain concepts as well. A nice fit that I wasn't expecting. I love the exquisitely educational.

Connections are basic. Especially in Math and logical reasoning

So much of this is what 'good practice' looks like - great to have the science to back up our usual approach!

Connecting to prior learning also helps creates more pathways to a given learning piece which will provide a higher likelihood of being able to recall the learning later.

This is the same philosophy that Maria Montessori proposed so many years ago. We continue this philosophy at my school and find it serves our children well as they graduate and go to sixth grade at various Middle School~
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3:31:43 PM from theresa mercer U of M Place out of Time (poot) check it out-- http://poot.icsmich.org/ creative, engaging -- a 2nd semester on-line. Students become a character across time and interact with each other, in character, on a given topic.

3:31:47 PM from Maribeth Sausen I agree Andria

3:32:20 PM from Colleen Gonzales wow, cool, I will check the U of M thing out!

3:32:45 PM from Jennifer Powell I am an online SPED High school teacher from East Liverpool, Ohio.

3:32:47 PM from Karen Haag How many times did Marzano say?

3:32:54 PM from Susan Clayton 24

3:33:17 PM from Karen Haag thanks

3:33:37 PM from Jennifer Powell Thanks Laura, I was thinking the same thing!

3:33:38 PM from Susan Clayton understand a concept or master a skill

3:34:13 PM from amy cain How can I help activate this seeking in the severely cognitive delayed students- to help their development

3:34:21 PM from Colleen Gonzales 13,000 to become an expert I heard

3:34:24 PM from Jennifer Powell What about Autistic students who have so much trouble with concept?

3:35:13 PM from theresa mercer To commit to long term memory, does the information still have to be repeated successfully 3 times over 3 weeks?

3:35:22 PM from Colleen Gonzales Bloom's Taxonomy?

3:35:43 PM from Susan Clayton hard to put a number of this, everyone is different

3:36:03 PM from Maribeth Sausen I’m interested in finding out about students with cognitive delayed students and specifically autism

3:36:07 PM from Colleen Gonzales yes and it is very interesting to compare averages too

3:36:20 PM from Andria Quintero For cognitive delayed students, you have to front load the skills for them until it starts to stick in their long term memory and they can start to do it independently. Lots of modeling, repetition, and scaffolding skills and lessons. You provide the tools upfront so they can do it on the backend later~

3:36:22 PM from Susan Clayton the information coming out on retrieval is really interesting

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<tbody>
<tr>
<td>3:36:32 PM</td>
<td>Conn McQuinn</td>
<td>Spaced recall dramatically increases retention. Exact numbers aren't established to my knowledge</td>
</tr>
<tr>
<td>3:36:45 PM</td>
<td>Rebecca Weber</td>
<td>Children with learning difficulties, could still be motivated, but it may take more repetitions to solidify the concept. Focus on their strengths and help them build connections in their brains.</td>
</tr>
<tr>
<td>3:36:46 PM</td>
<td>Susan Clayton</td>
<td>yes</td>
</tr>
<tr>
<td>3:36:50 PM</td>
<td>Colleen Gonzales</td>
<td>Sometimes for me (I am a math teacher) it is good to learn average and then go from there</td>
</tr>
<tr>
<td>3:37:13 PM</td>
<td>Kelley Murtagh</td>
<td>How can students in a purely asynchronous environment (online only at their own pace) be motivated through delivery of content?</td>
</tr>
<tr>
<td>3:37:14 PM</td>
<td>Joneka Hurst</td>
<td>What’s average?</td>
</tr>
<tr>
<td>3:37:38 PM</td>
<td>Colleen Gonzales</td>
<td>all great questions!</td>
</tr>
<tr>
<td>3:37:52 PM</td>
<td>Conn McQuinn</td>
<td>Motivation is enhanced by relationships. You need to find ways to connect to the online learner.</td>
</tr>
<tr>
<td>3:38:10 PM</td>
<td>Jan Robinson</td>
<td>Pre-assess to ensure that the learning is always at the point just beyond mastery - achievable but challenging!</td>
</tr>
<tr>
<td>3:38:11 PM</td>
<td>Rebecca Weber</td>
<td>I think that is a disadvantage that online students don't have the benefit of. The power is in the dialogue like was mentioned earlier.</td>
</tr>
<tr>
<td>3:38:11 PM</td>
<td>Michelle Smith</td>
<td>I use gamification quite a bit for motivation/engagement these days</td>
</tr>
<tr>
<td>3:38:12 PM</td>
<td>Susan Clayton</td>
<td>yes, learning is not a solo endeavor</td>
</tr>
<tr>
<td>3:38:13 PM</td>
<td>Jennifer Powell</td>
<td>I am having a great deal of success with <a href="http://www.classcraft.com/">http://www.classcraft.com/</a></td>
</tr>
<tr>
<td>3:38:23 PM</td>
<td>Maribeth Sausen</td>
<td>Regarding learning difficulties it seems their dopamine triggers more upon the completion or the reward of completion, I guess the strategy would be switched to rewarding during the process of completion?</td>
</tr>
<tr>
<td>3:38:30 PM</td>
<td>Dawn McMaster</td>
<td>What role does the school day structure play in creating environments that allow for deep engagement with material?</td>
</tr>
<tr>
<td>3:38:39 PM</td>
<td>Theresa Mercer</td>
<td>How does the “fun-factor” increase engagement AND retention?</td>
</tr>
<tr>
<td>3:38:46 PM</td>
<td>Jennifer Morris</td>
<td>Does the student need to perceive success?</td>
</tr>
<tr>
<td>3:38:50 PM</td>
<td>Colleen Gonzales</td>
<td>gamification</td>
</tr>
<tr>
<td>3:38:51 PM</td>
<td>Dalia Allencherry</td>
<td>@Jennifer, thanks for sharing the website. It looks great.</td>
</tr>
<tr>
<td>Time</td>
<td>User</td>
<td>Comment</td>
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<tr>
<td>--------------</td>
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<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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<tr>
<td>3:38:53 PM</td>
<td>Sharon Shirley</td>
<td>Maribeth...I looked into that ...seemed a little too time intensive to set up for me. Did you find it took much of your time?</td>
</tr>
<tr>
<td>3:38:59 PM</td>
<td>Jan Robinson</td>
<td>pre-assess to ensure that the learning is always just beyond current mastery level - then they will be challenged and motivated by the 'chase'!</td>
</tr>
<tr>
<td>3:39:06 PM</td>
<td>Jennifer Morris</td>
<td>Does mindset become important here?</td>
</tr>
<tr>
<td>3:39:16 PM</td>
<td>Jan Robinson</td>
<td>absolutely!</td>
</tr>
<tr>
<td>3:39:18 PM</td>
<td>Jennifer Powell</td>
<td>My students love the characters and gaining skills and points. I can reward and give consequences! They love it and really like the random events.</td>
</tr>
<tr>
<td>3:39:21 PM</td>
<td>Susan Clayton</td>
<td>and what is counted as success?</td>
</tr>
<tr>
<td>3:39:25 PM</td>
<td>Sharon Shirley</td>
<td>I mean Jenifer, not Maribeth</td>
</tr>
<tr>
<td>3:39:30 PM</td>
<td>Tim Stark</td>
<td>Jennifer what ages did you use class craft with?</td>
</tr>
<tr>
<td>3:39:39 PM</td>
<td>Conn McQuinn</td>
<td>Yes - mindset helps to determine whether students view challenge as interesting or a threat.</td>
</tr>
<tr>
<td>3:40:04 PM</td>
<td>Jennifer Powell</td>
<td>No you can input them in an excel upload all at once or input the emails, or have them set it up on their own and add your class.</td>
</tr>
<tr>
<td>3:40:44 PM</td>
<td>Thao Drussell</td>
<td>Khan Academy uses badges and customizable avatars that my students (SpEd) enjoy.</td>
</tr>
<tr>
<td>3:40:57 PM</td>
<td>Theresa Mercer</td>
<td>What is the gamification website?</td>
</tr>
<tr>
<td>3:41:04 PM</td>
<td>Colleen Gonzales</td>
<td>yep, and Edmodo too</td>
</tr>
<tr>
<td>3:41:31 PM</td>
<td>Colleen Gonzales</td>
<td>there are many different types of gamification</td>
</tr>
<tr>
<td>3:42:19 PM</td>
<td>Maribeth Sausen</td>
<td>sensitivity to the digital generation</td>
</tr>
<tr>
<td>3:42:23 PM</td>
<td>Conn McQuinn</td>
<td>Absolutely, Jo!</td>
</tr>
<tr>
<td>3:42:28 PM</td>
<td>Susan Blackmore</td>
<td>I agree, some of my most engaged time comes from sticking with it and playing and the challenge then becomes helping foster that mindset to want to persevere. I am interested in the idea that we have to provide more time to explore for learning's sake to avoid that down feeling - the &quot;What now?&quot;</td>
</tr>
<tr>
<td>3:42:29 PM</td>
<td>Colleen Gonzales</td>
<td>you can incorporate it yourself even at a non-technological way or use programs already done...of course Kahn is fantastic</td>
</tr>
</tbody>
</table>
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3:42:30 PM from Jennifer Powell My students also really like Khan! They are more willing to explore and play in here and find things they like!

3:42:43 PM from Danielle Vokes Maribeth, what grade level do you teach?

3:42:59 PM from theresa mercer Seeking system- is that one of the reasons our students are addicted to their electronic devises?

3:43:03 PM from Jennifer Powell I have high school students 9-12.

3:43:12 PM from Danielle Vokes Maribeth, What grade do you teach?

3:43:15 PM from Conn McQuinn Yes, Theresa!

3:43:33 PM from A Serrano This is great for the Montessori classroom!

3:43:55 PM from Jennifer Powell I had used other systems for younger students like Classroom Dojo but this is more appropriate for my high schoolers of whom my oldest is 20.

3:44:22 PM from aissa boduch it seems like using the flipped classroom model could help with allowing for more "playtime" in the classroom

3:44:47 PM from Colleen Gonzales check out http://www.yukaichou.com/gamification-examples/octalysis-complete-gamification-framework/#.Vh1fHflViko

3:45:00 PM from Lauren Choi I must've missed this definition--what is conscious coupling?

3:45:11 PM from Maribeth Sausen Danielle- I am still in college for elementary and special education degree, student teaching right now

3:45:49 PM from Sharon Shirley Lauren -- briefly, conscious coupling is connecting to prior knowledge, interests

3:45:57 PM from Lauren Choi Thank you

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3:46:03 PM from jan robinson  I think conscious coupling was about making connections - from what is already known to the new learning

3:46:12 PM from aissa boduch  we have to provide more engaging environments and interactions with our students to compete with the electronic addictions- get the interested in life beyond the device :)

3:46:18 PM from Michelle Smith  accessing prior knowledge = conscious coupling

3:46:34 PM from Joneka Hurst  Great information

3:46:57 PM from Rebecca Weber  Yes, for sure on Marzano.


3:47:10 PM from Conn McQuinn  I think we need to also directly coach the students about the nature of devices, and *why* they are so enticing. It helps them to make informed decisions about turning them off.


3:47:15 PM from Danielle Vokes  Thank you so much for providing this webinar! It was very interesting!!!

3:47:20 PM from Rebecca Weber  I appreciate all of the resources that all of you are sharing. This will really help our SpEd students!

3:47:55 PM from Carolyn Kerns  Very informative, thank you very much

3:48:01 PM from Joneka Hurst  Greatly appreciated.

3:48:05 PM from Thao Drussell  You all should try Kahoot. It's an interactive quiz-making website. You can make a review quiz and the students can buzz in with their personal devices. Pretty fun and engaging


3:48:13 PM from theresa mercer  Thank you Klea

3:48:28 PM from Tim Stark  I have used kahoot before - fun and engaging for students!

3:48:38 PM from Colleen Gonzales  Yep, love Kahoot!

3:48:42 PM from Maribeth Sausen  Brittany- That is great! Good luck

3:48:49 PM from Rebecca Weber  great! thanks for the info!

3:48:55 PM from Theresa Carter  thank you
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3:48:57 PM from Colleen Gonzales I teach 6th through 12th
3:49:13 PM from yasmeen kashef Thank you!
3:49:14 PM from Kelley Murtagh Thank you for a great webinar and great resources/discussion from everyone :)
3:49:15 PM from Dalia Allencherry I like it - It is all about the journey, not necessarily the destination.
3:49:28 PM from Jan Robinson Thank you Gayle, Martha and Klea. Great to have science to back up what we are doing.
3:49:32 PM from theresa mercer What is the source for the dopamine, electronic device research?
3:49:33 PM from nariman tabbaa thank you :)
3:49:35 PM from Colleen Gonzales SO interesting, the psychology and pedagogical sharing, thank you!
3:49:37 PM from Glenda Bermudez-Rivera Thank you! It was awesome!
3:49:37 PM from Colleen Gonzales Thank you so much. Be sure of my prayers for all of you.
3:49:38 PM from Shannon sleeper Thank you so much. We are all on the journey. I can’t wait to read your book.
3:49:46 PM from Rebecca Weber Yes, I ordered the book yesterday.. Can’t wait to dive in!
3:49:52 PM from Kristy Bitting I agree with Dhalia….It’s the journey not the destination.
3:50:00 PM from Cynthia Seidel Great webinar! Thanks!
3:50:01 PM from Steve MacLelland Thank you both… fascinating topic!
3:50:01 PM from Colleen Gonzales Thank you!!!

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ASCD Webinar Chat Transcript

“The Motivated Brain: Using the SEEKING System to Improve Student Attention, Engagement, and Perseverance” with Gayle Gregory and Martha Kaufeldt

October 13, 2015

3:50:02 PM from Kristy Bitting Thank you!
3:50:02 PM from Dawn McMaster Thank you for this great presentation.
3:50:03 PM from elizabeth finn thank you!
3:50:04 PM from Sadie Levine Thanks.
3:50:04 PM from Chasidy Manship Thank you! great information!
3:50:06 PM from Deborah Koopmans Thank you!
3:50:11 PM from Neelam Bhagrath Thank you. :)
3:50:12 PM from Fusun Toparlak Thank you!
3:50:13 PM from Tracy Mayhue Thank you!!
3:50:13 PM from Tamecca Fitzpatrick Thank you.
3:50:14 PM from Margaux Chazara Thank you
3:50:14 PM from Dania Maaliki Thank you!:)
3:50:18 PM from Thao Drussell Thanks, ladies.
3:50:19 PM from Spring LaFevre Thank you.
3:50:20 PM from Carolyn Dowdey Thank you!!
3:50:25 PM from Andrea Myers Hi I’m in WA too
3:50:27 PM from RAYANE GHANEM Thank you ladies
3:50:29 PM from Susan Blackmore Thank you, this has been a very interesting webinar - amazing to read such professional dialogue from around the world as a result of the opportunity.
3:50:30 PM from Susan Crowley Thank you!
3:50:30 PM from Mary Jo Cherry Great review and intro to new insights! :-) Thank you so much.
3:50:33 PM from Sharon Shirley Thank you so much! I was hoping to get more ideas, but do feel pretty good that I have been working along these lines. I think I need to make students more aware themselves of the reasoning behind the planning.
3:50:33 PM from Sarah Holt Thank you!
3:50:34 PM from sheila Vandenbush Thank you.
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3:50:40 PM from cyndy pelto
This has been very informational and I cannot wait to share this with my colleagues!

3:50:45 PM from amy cain
how do I encourage the seeking in severely cognitive delay and encourage them to have interests

3:50:49 PM from Andrea Myers
Hi from Halls Creek WA

3:50:59 PM from Colleen Gonzales
Agree to all!

3:51:00 PM from Chia-Lien Griffin
thank you so much! it is very informational!

3:51:12 PM from Hollister Hunt
Thank you for this. It has been worth waking up in the middle of the night for!

3:51:19 PM from Amanda Romey
Thank you, sorry I was late I had a time zone mix up

3:51:23 PM from Lauryn Groppell
Looking forward to sharing this with my teachers. Thank you.

3:51:26 PM from Rebecca Weber
It's nice to know we are not alone and all of us are seeking ways to encourage Higher Order thinking!

3:51:41 PM from Sheryl Boyd
Thank you.

3:51:42 PM from Evadna Worley
Thank You!

3:51:57 PM from Alissa Sells
How much of the SEEKING system transfers to adult learning?

3:51:58 PM from Andrea Myers
This was amazing and exactly what I found when I moved my Junior Primary science outside to the playground yesterday.

3:52:00 PM from elizabeth finn
Please use person first language (say STUDENTS with Autism not Autistic students, say STUDENTS with cognitive disabilities not cognitively disabled students, STUDENTS with special needs etc.

3:52:09 PM from Arlene Ludwig
I think that allowing autistic students to pursue their reading of "fascination books" (whatever particular topic fascinates them!) is helpful

3:52:24 PM from Sepideh Vistamehr
Thank you so much! It was very informative!

3:52:29 PM from Rebecca Weber
Yes! A. Serrano...I agree

3:53:16 PM from Cindy Smith
Great presentation! I plan to use your book with professional learning in my school to help teachers understand better ways to motivate students. Very interesting and enlightening research! Thank you!
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3:54:16 PM from Colleen Gonzales Yes, don't we all want that? We all get that teaching every day and enjoy the rush...wouldn't it be great for every student to feel that every day?

3:55:25 PM from Dawn McMaster How much has the significant amount of standardized testing that we must conduct with students caused this lack of joy in learning for students and teachers alike?

3:55:27 PM from Cindy Smith I like that your research ties directly to the teaching comprehension strategies when teaching reading. You have given me a new perspective on how to merge these two.

3:55:29 PM from theresa mercer Taking the Joy out of learning--- Kelly Gallagher’s book on Readicide great ideas to reverse it.

3:55:34 PM from aissa boduch Elizabeth, I've been very interested in some of the controversy around "person first language" lately! http://aaspire.org/?p=about&c=language

3:56:00 PM from Conn McQuinn Let's put the joy back in teaching, too! :)

3:56:10 PM from nariman tabbaa :)

3:56:32 PM from Joy Harrigan I'm in post-secondary and dealing with a lot of students who have difficulty in keeping up with the general education courses, often due to a poor foundation, and we're having difficulty getting them motivated. Often times they're just looking to get it done and get out

3:56:32 PM from Maral Abajian Thank you to you all! This webinar was so helpful.

3:56:36 PM from Bernadette Dvorak I do find that my senior high school students get so very engaged and involved in creating study guides for grammatical structures-of all things!

3:56:39 PM from Sepideh Vistamehr I agree, a well-directed flipped classroom helps very much in achieving the goal of engaging students.

3:57:13 PM from Tim Stark I work in an online teaching environment too, great question!

3:58:03 PM from Thao Drussell MangaHigh.com for fun math games

3:58:10 PM from Joy Harrigan And that's the place where we have the most issues. The online students don't want to do it and often end of falling behind quite a bit

3:58:20 PM from Keisha Albritton Thank you!

3:58:23 PM from theresa mercer How the seeking system dopamine impact deeper thinking required at the college level?
It is hard to get the “growth mind set” for people not using the term - the student with autism.

Thank you!

What if that prompt to the 15-year-old just brought up a Word or drawing document - to engage generative activity?

How do I use this w/reluctant students. Ex. Oppositional defiant

And that's the issue. We have a Hybrid Team that monitors their progress and tries to keep them on track when they fall behind, but it's hard with college students.

If students are not successful they will never be engaged or motivated to continue in their learning.

He seems he's not interested in anything. The teacher is going crazy

I think it still works - they like exploring too

Great webinar - have to get ready for work; Secondary Maths lesson 1 - am going to let them play. Thank you

haha, yep...with the interactive questions from Math is Fun

We've tried to have them come in so we can sit with them and get them on track, but they will literally run away :-)

Victoria Dunckley - Reset your child's brain - is this the reference you made?

Thank you for your time and inspiring presentation.

Thank you for a great presentation

I wholeheartedly agree that we do not allow our children enough "play" time during learning!

Nice job - thanks!

Thank you!!

thank you!

Thank you!

excellent! Thank you!!!!
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4:02:23 PM from Bret Graves Thank You!
4:02:25 PM from randa adada thank you
4:02:26 PM from Janet Dewey Thank you!
4:02:26 PM from Allison Record Thank you from Florida
4:02:26 PM from Sepideh Vistamehr Thank you!
4:02:27 PM from Marcia Slaton Thank you! Worthwhile hour of information!
4:02:28 PM from Maria Austin Thank you - Great job!!
4:02:28 PM from Krissy Monagle Thanks!
4:02:28 PM from Rebecca Weber This was excellent!! Thank you!
4:02:29 PM from Colleen Gonzales Thank you!
4:02:30 PM from Gizelle Vernon Thank you
4:02:32 PM from theresa mercer Thank you!
4:02:32 PM from Shannon sleeper Thank you!
4:02:33 PM from Gail Sinkus Thank you
4:02:34 PM from Janet Perez Thank you!
4:02:37 PM from nariman tabbaa thank you from amman
4:02:37 PM from Teresa Farrell Thank you.
4:02:41 PM from Doug Nuccio thank you
4:02:45 PM from Sharon Low Thank you!
4:02:46 PM from Rhonda Johnson Thank You!!!
4:02:57 PM from Cindy Smith Great book! Love ASCD resources!
4:02:58 PM from Janet Curran Many thanks. Glad I persevered and made it, albeit late...
4:02:59 PM from ToShawne Williams Great Webinar!!!
4:02:59 PM from Linda Flores Thank you.