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Do You Remember? –
The Effect of Teachers’ Memory-Relevant Language on Children’s Development of Strategic Memory

The Office of Postdoctoral Affairs
The Graduate School | Florida State University
2 + ___ = 5
___ + 2 = 5
What is Expected of Kindergarteners (in the United States) Today?

**Before you enter…**
- The ability to sit still and pay attention to the teacher
- The ability to listen to and follow directions
- Cooperation
- Basic knowledge of numeracy, literacy, and vocabulary

**When you leave…**
- Process and store information with the intention to recall it later
- “Make sense of problems and persevere in solving them.”
  – Common Core State Standards; Kindergarten
# The Classroom Memory Study

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<thead>
<tr>
<th>Kindergarten</th>
<th>1st Grade</th>
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**Predictor**

**Outcome**
Characterizing Cognitive Processing Language

“ If that doesn’t make sense, go back and re-read or look at the picture.”

- Strategy Suggestions
- Metacognitive Questioning
- Co-occurance of Memory Request and Instructional Activity
- Co-occurance of Memory Request and Cognitive Structuring Activity
- Co-occurance of Memory Request and Metacognitive Information
Characterizing Cognitive Processing Language

“What are some strategies you could use to help you figure it out?”

- Strategy Suggestions
- Metacognitive Questioning
- Co-occurrence of Memory Request and Instructional Activity
- Co-occurrence of Memory Request and Cognitive Structuring Activity
- Co-occurrence of Memory Request and Metacognitive Information
Characterizing Cognitive Processing Language

“How many seashells are there in all? How did you solve that problem? How did you know you should add?”
Characterizing Cognitive Processing Language

- Strategy Suggestions
- Metacognitive Questioning
- Co-occurrence of Memory Request and Instructional Activity
- Co-occurrence of Memory Request and Cognitive Structuring Activity
- Co-occurrence of Memory Request and Metacognitive Information

Graph showing the distribution of cognitive processing language strategies and their co-occurrences across different levels of Cognitive Processing Language (CPL).
The Role of Teachers’ Cognitive Processing Language

Figure 10. Simple Intercepts and Slopes for Children’s FRT Sorting ARC Scores Predicted by Teachers’ CPL.
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  – Common Core State Standards; Kindergarten
How is the association between teachers’ CPL and children’s deliberate memory skills moderated by children’s self-regulation?
Importance and Next Steps

- Very little is known about children’s everyday, lived experiences (Rogoff et al., 2018)

- Capitalize on existing strengths of teachers → Instructional Coaches

- What causes variability in teachers’ CPL?
  - Education level? (No)
  - Years of Experience? (No)
  - Years teaching kindergarten? (No)
  → Teacher math anxiety (Dr. Colleen Ganley, FSU)
Thank You for Listening!

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