## DATA <br> chapentav <br> 

# Expertise and <br> Memory 

## How are experts different?

## Experts:

1. Can jump directly
from problem to solution
2. Can have expert blind spot
3. Can switch between representations
4. Better at diagnosis

Local driving around city:
Driving to grocery store on 'autopilot', can revise journey plon
can use street names or landmarks for directions

Can help direct lost friends


## Concept Maps

- Start with some concepts...


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for ch in "abc": print(2*ch)



## loop body

## Concept Maps

- Add key relationships...
for ch in "abc": print(2*ch)

- There are 6 things here, not 3 !


## Concept Maps

- Add 2 facts to show what is usually true...
for ch in "abc": print(2*ch)

- That's 8 things - good size for teaching episode!


## Other Examples

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- Array Math
- Conditionals
- Input and Output
- Lists and Loops


## Exercise

Create a hand-drawn concept map for something you would teach in 5 minutes

- Same subject you used for your MCQ?

Swap with partner, review each other's maps

- Do they present concepts or surface detail?
- Which relationships in partner's map do you consider concepts and vice versa?
- Can be used for many lesson-related things
- Help solo design of lessons
- Aid communication with fellow lesson designers
- Communication with learners
- And other things!
- Sketching out concepts for presentations or papers
- Project team meeting!

Concept maps externalise cognition

## Seven Plus or Minus Two

Read the following list and try to memorise it:

Cat, apple, ball, tree, square, head, house, door, box, car, king, hammer, milk, fish, book, tape, arrow, flower, key, shoe

## Memory Test

- Which ones can we remember?


## Memory

- Two layers to human memory
- Long-term or persistent memory - unbounded, slow
- Short-term or working memory - faster, small

Memory can hold $7 \pm 2$ items for a few seconds
Important in programming
Important in teaching
This is why concept maps are so useful

