# The Role of the Executive Functions in STEM Learning

# Importance of Preschool Numeracy



## Alternative intepretations

• Early developing numeracy skills have a causal role in success at mastering STEM material.

Maybe—but alternatives?

#### Alternatives

- Smart is smart.
- Parents who teach children to count, play number games with them, also support later educational success.
- HOW RULED OUT (not whole story)
- LESSON 1. MUST MAKE LITERACY AN EQUAL FOCUS WITH PRELITERACY IN PRESCHOOL

# EF, Frontal Lobe Function



#### Mischel's Marshmallow Studies

Walter Mischel Marshmallow experiment

Average wait between 7 and 8 minutes, range 0 to 15 minutes

# EF is Important to Educational

Outcomes
 How long children waited at age 4 predicts:

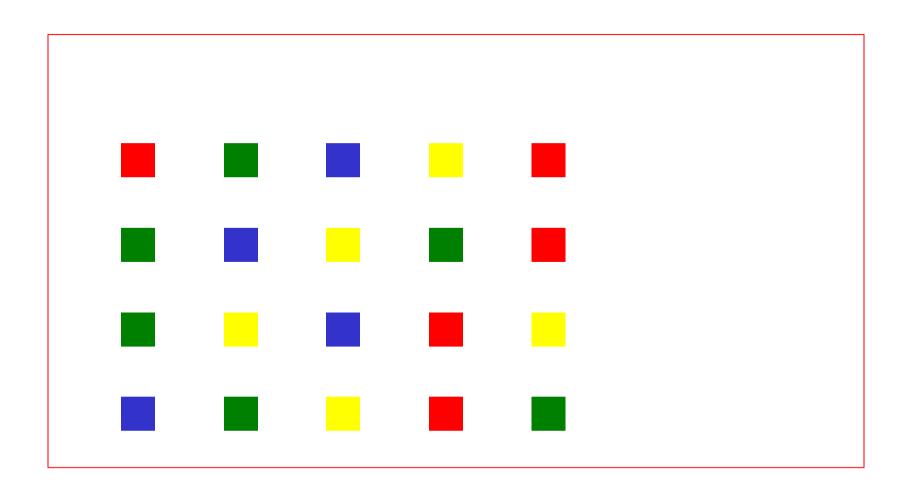
- SAT scores at age 18, income at age 30, likelihood of ever having been arrested at age 40.
- Measures of EF at age 4 the best predictors of school readiness at age 5.
- Measures of EF at every age the best predictors of school success at that age.

## Executive Function Development

- Domain general capacities that underlie the human capacity for flexibly deploying their cognitive resources in thought and action.
- Inhibition (self control)
- Cognitive Conflict Resolution (cognitive control)
- Working Memory
- Set Shifting

- Inhibition—resisting the temptation to eat the slice of cake now to serve the goal of staying thin.
- Also, prepotent response inhibition (e.g., Stroop task)

RED GREEN BLUE YELLOW RED
GREEN BLUE YELLOW GREEN RED
GREEN YELLOW BLUE RED YELLOW
BLUE GREEN YELLOW RED GREEN



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## Working Memory

• E.g., backward digit span. (Hold items in working memory and also manipulate them).

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## Set shifting

- Heirarchical rules—e.g., if capital letters, name the font color; if lower case, read the word.
- Practice:

#### **RED**

yellow

RED blue yellow RED GREEN blue yellow GREEN RED green YELLOW blue red YELLOW BLUE green yellow red GREEN

### Frontal Lobe (neocortex)

- The seat of EF. (Lesions to the frontal lobe impair EF; imaging studies show frontal lobe to be active in tasks that are heavy in EF demands).
- Frontal lobes latest to mature in childhood; maturation continues through adolescence
- More highly developed in humans than other primates.

#### Stable

- Measures of different aspects of EF correlate with each other at a given point in development.
- Measure of EF at time 1 correlate with measures at time 2, even years apart.

## EF development

- Continues throughout childhood
- Stable individual differences in EF capacity
- Individual differences in EF very important to many different outcomes in life!
- Including STEM learning

# Importance for STEM Learning

• Concurrent measures predict:

Teacher ratings of school readiness

Performance on standardized tests of STEM learning at every age—preschool thru 12<sup>th</sup> grade

## Prospective Studies

- E.g., measure EF, numeracy skills at beginning of Pre-K year.
- What predicts mastery of arithmetic skills at the end of K, controlling for IQ, parental education, SES?

Pre-K numeracy measures

Also, pre-K EF measures, even after controlling for numeracy, IQ, SES.

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• High EF, supports, staying on task, controlling attention, better social relations (with teachers, with peers)

• All of the above. But deeper cognitive reason as well—needed for conceptual change.

### Theory 1

- Animal/people: Fundamentally intentional/causal agents
- "Alive" = active/real/existing
- "Dead" = opposite of life. Not active/real/existing
- Body supports intentional action. Internal organs—one organ-one function.

## Vitalist Biology

People/Animals. Living things (which now includes plants as well).

Alive = reproduces, grows, eats...

Dead = end of life cycle

Bodily function = system supporting biological goals (growth, health).

### The Study.

- EF battery
- Vitalist Battery
- --animism interview
- --death interview
- --bodily function interview

### Results

