MAKING LEARNING STICK
Impacting The Disengaged Learner
Six psychological approaches that make learning stick

1. Build belief in the early stages of change
2. Create emotional arousal
3. Use stories over facts
4. Use shared learning experiences for ownership
5. Set specific ‘missions’ built into the learning
6. Prime the right mindset with active learning
Build belief in the early stages of change
Life is 10% what happens to YOU and 90% how YOU respond to it.

• Your attitude is YOUR responsibility... Start managing your emotions.

• Change your perspective.

• YOU determine the value of YOUR life experiences.
We used to hear: KEEPIN’ IT REAL

Now we hear: I’m keeping it 100

What Does It Mean?
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Learning is about...CHANGE AND HABITS

- **Behaviorist** - Learning is a *behavioral change* in desired direction caused by external stimuli.

- **Cognitivist** - Learning is *storing of information* in memory in an organized, meaningful way.

- **Constructivist** - Learning is a process of *searching for meaning* in all experiences.

- **Humanist** - Learning is personal actions to *fulfill potential*.

- **Social and situationist** - Learning is the *forming of relationships* between people and/or people and the environment.
OLD HABITS to NEW HABITS

- Persisting
- Contemplating
- Preparing
- Acting
- Maintaining

Behavior Change
Search for Meaning
Store Information
Applying Information
Fulfill Potential

UNREALISTIC EXPECTATION
Build belief in the early stages of change

How to apply this approach?

- Think about habit change as you do learning and recognize the stages of change
- Don’t rush people from persisting to acting and expect significant change
- Attitude toward learning creates the right environment
Create emotional arousal
Harnessing positive stress

- Optimal arousal
- Optimal performance

- Impaired performance because of strong anxiety

- Increasing attention and interest

- Performance
  - Strong
  - Weak
  - Low
  - High

- Arousal
Emotional Arousal leads to highest performance when the task is not too simple or too complex.

**Simple tasks** = little arousal (or excitement) and mediocre performance

**Complex tasks** = high arousal (or excitement) and stressed performance

**Medium tasks** = high arousal (or excitement) and equally high performance
Performance and Getting In the “Zone”

The alpha brainwave state is associated with “peak performance” and players who get “in the zone” perform best when they have less beta brainwaves interfering with their peak, alpha state of mind. Studies on professional sports players have shown they have a surge in alpha brainwaves in the left side of their brain just before making a successful shot or playing decision.

Being in an alpha brainwave state is the perfect state for high performance.
How do you get to that state of mind?

Better reflection leads to improved performance
About Stephen Curry (NBA Most Valuable Player):

“Long before Curry’s name led the NBA MVP conversation, long before he obliterated his own record for 3-pointers in a season (286) and led the league in steals, free throw percentage and win shares per 48 minutes, he was Charlotte’s hidden gym rat.”

“His vision isn’t just the vision of being one step ahead in terms of the action on the court,” explained his former college coach. “His vision is also his ability to see what’s in front of him.”

(BETTER REFLECTION) + (EMOTIONAL AROUSAL) = (HIGH PERFORMANCE)
Create emotional arousal

How to apply this approach?

✓ Schedule learning just before or after a challenging experience

✓ Use reflection to improve the learning experience

✓ Make the call to action, and the steps to solve the problem, clear and explicit
Use stories over facts
How a Teacher’s Knowledge makes an impact when wisdom is conveyed from personal story making

• Numerous studies over the years have proven that our brains are far more engaged by storytelling than the cold, hard facts.

• It’s far easier for us to remember stories than the cold hard facts because our brains make little distinction between an experience we are reading about and one that is actually happening.

• We spend about a third of our lives daydreaming—our minds are constantly looking for distractions—and the only time we stop going from one daydream to the next is when we have a good story in front of us.

• Quite literally, stories are able to transport our mind to another place, and in this place we may embrace new things.
5 in 100 remembered a statistic
65 in 100 remembered a story
Use stories over facts

How to apply this approach?

✓ Don’t just tell, use stories that sell
✓ Stats and number will cause slumber
✓ While rhyme and emotion will win devotion
Use shared learning experiences for ownership
Teach students how to take ownership of their own learning.
Teach individual self-directed learning competencies

• (1) Situate learners to experience "real" problems (give small groups problems to solve)

• (2) Encourage learners to reflect on their own performance (to improve the learning)

• (3) Create a self learning atmosphere by everyday situations (they will take ownership)
Use shared learning experiences for student ownership

How to apply this approach?

✓ Use small groups to increase learning

✓ Give students time to reflect on what they are learning

✓ Create a classroom environment where students feel they create and own their learning
Set specific ‘missions’ built into the learning
Creating a personal mission from learning establishes what’s important and how to make decisions to stick to it before we even start our careers.

It helps students identify their core values and beliefs.

It helps create ways we can make a difference to:
- the world in general
- our family
- our employer or future employers
- our friends
- our community
Set specific ‘missions’ built into the learning

How to apply this approach?

- Use missions to focus on what’s important about what we learn
- Discuss topic related to our core values and priorities
- Develop the students’ ability to make a difference
Prime the right mindset with active learning
Active Learning compared to Lecture

Active Learning compared to Passive Learning

After two weeks we tend to remember...

- 10% of what we read
- 20% of what we hear
- 30% of what we see
- 50% of what we see and hear
- 70% of what we say
- 90% of what we say and do

Reading
- Hearing words
- Looking at pictures
- Watching a movie/ videotape
- Looking at an exhibit
- Watching a demonstration
- Seeing it done on location
- Participating in a discussion
- Giving a talk
- Doing a dramatic presentation
- Simulating the real experience
- Doing the real thing

Learning Then and Now

The old way of learning, was knowing what you should know.

Uncertainty was discouraged and ignorance avoided.

Now, uncertainty is legitimimized and questioning encouraged.
Prime the right mindset with active learning

How to apply this approach?

- Provide concrete problems and experiences
- Use reflective observation
- Make the concept visual
- Use active group experimentation
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THE END