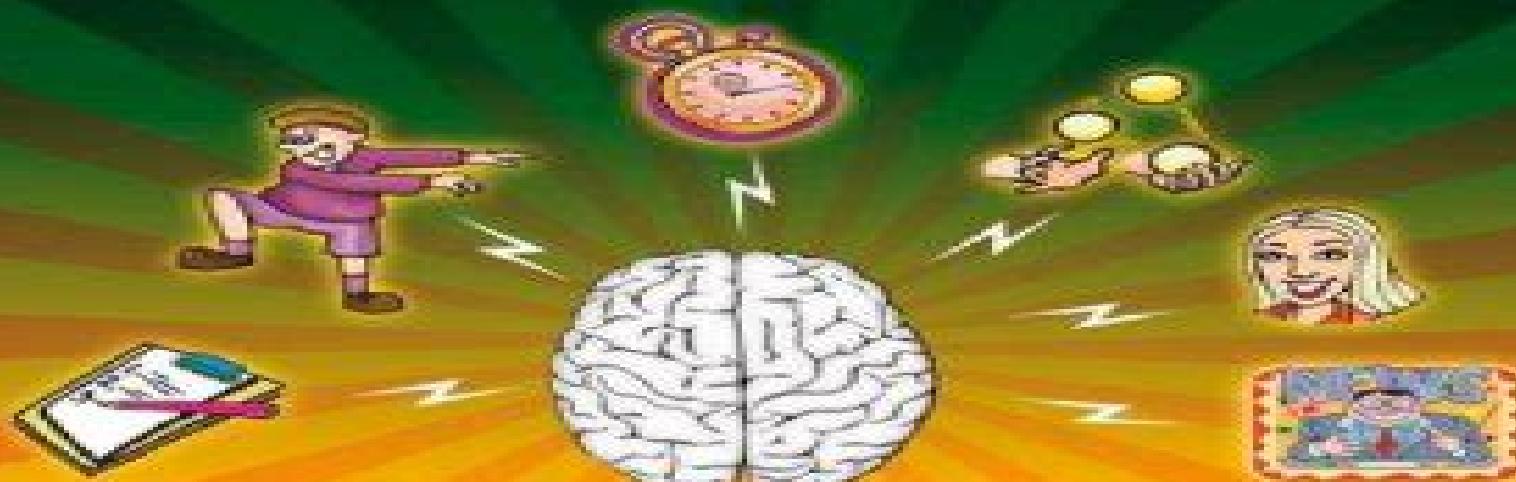


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Using

BRAIN SCIENCE

To Make
Training Stick



**Six Learning Principles
That Trump Traditional Teaching**

SHARON BOHMAN

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Using Brain Science To Make Training Stick

Roman Wölfel

Using Brain Science To Make Training Stick:

Using Brain Science to Make Training Stick Sharon L. Bowman,2011 **Facilitator's Guide for Using Brain Science to Make Training Stick!** Sharon L. Bowman,2013-01-01 100 page FG for the 1 day brain science workshop *Participant Handout for Using Brain Science to Make Training Stick!* Sharon L. Bowman,2014-09-01 22 page participant handout for the 1 day brain science workshop *Hitting Pause* Gail Taylor Rice,2023-07-03 Pauses constitute a simple technique for enlivening and enhancing the effectiveness of lectures or indeed of any form of instruction whether a presentation or in an experiential setting This book presents the evidence and rationale for breaking up lectures into shorter segments by using pauses to focus attention reinforce key points and review learning It also provides 65 adaptable pause ideas to use at the opening of class mid way through or as closers Starting with brain science research on attention span and cognitive load Rice bases her book on two fundamental principles shorter segments of instruction are better than longer ones and learners who actively participate in instruction learn better than those who don t Pausing helps teachers apply these principles and create student engagement without requiring major changes in their lesson plans With careful planning they can integrate pauses into learning sessions with ease and significantly reinforce student learning They will also gain feedback on students comprehension Rice sets out the characteristics of good pauses gives advice on how to plan them and how to introduce them to maximum effect She provides compelling examples and concludes with a repertory of pauses readers can easily modify and apply to any discipline This book contains a compendium of strategies that any teacher can fruitfully use to reinforce learning as well as a stepping stone to those seeking to transition to more active learning methods It Makes the case for using pauses Identifies the primary functions of pauses focusing refocusing enhancing retention or closing off the learning experience Provides research evidence from cognitive science and educational psychology Provides practical guidance for creating quick active learning breaks Distinguishes between starting middle and closing pauses Includes descriptions with suggested applications of 65 pauses **The Art of Avoiding a Train Wreck (paperback)** Em Campbell-Pretty,Adrienne Wilson, **Neuroscience for Learning and Development** Stella Collins,2019-08-03 In order to design and deliver effective learning and development initiatives it is essential to understand how our brains process and retain information Neuroscience for Learning and Development introduces the latest research and concepts equipping L D and training professionals with an understanding of the inner workings of the mind Covering areas such as how to create effective learning environments promoting motivation and how to make learning stickier through the use of stories the book offers practical tools and ideas that can be applied in a variety of contexts from digital learning and in person training sessions to coaching conversations to lectures and presentations Neuroscience for Learning and Development also features insights from L D practitioners who have applied these approaches Readers will not only find new techniques they can implement straight away but will also discover research that backs up what they are already doing well enabling them to put convincing cases to

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