

Nick Shackleton-Jones

HOW PEOPLE LEARN

Designing education and training that
works to improve performance



Nick Shackleton-Jones

Director, Learning & Performance Innovation
PA Consulting

@shackletonjones

Act 1:

How can we think about learning?

Act 2:

How do we enable learning?

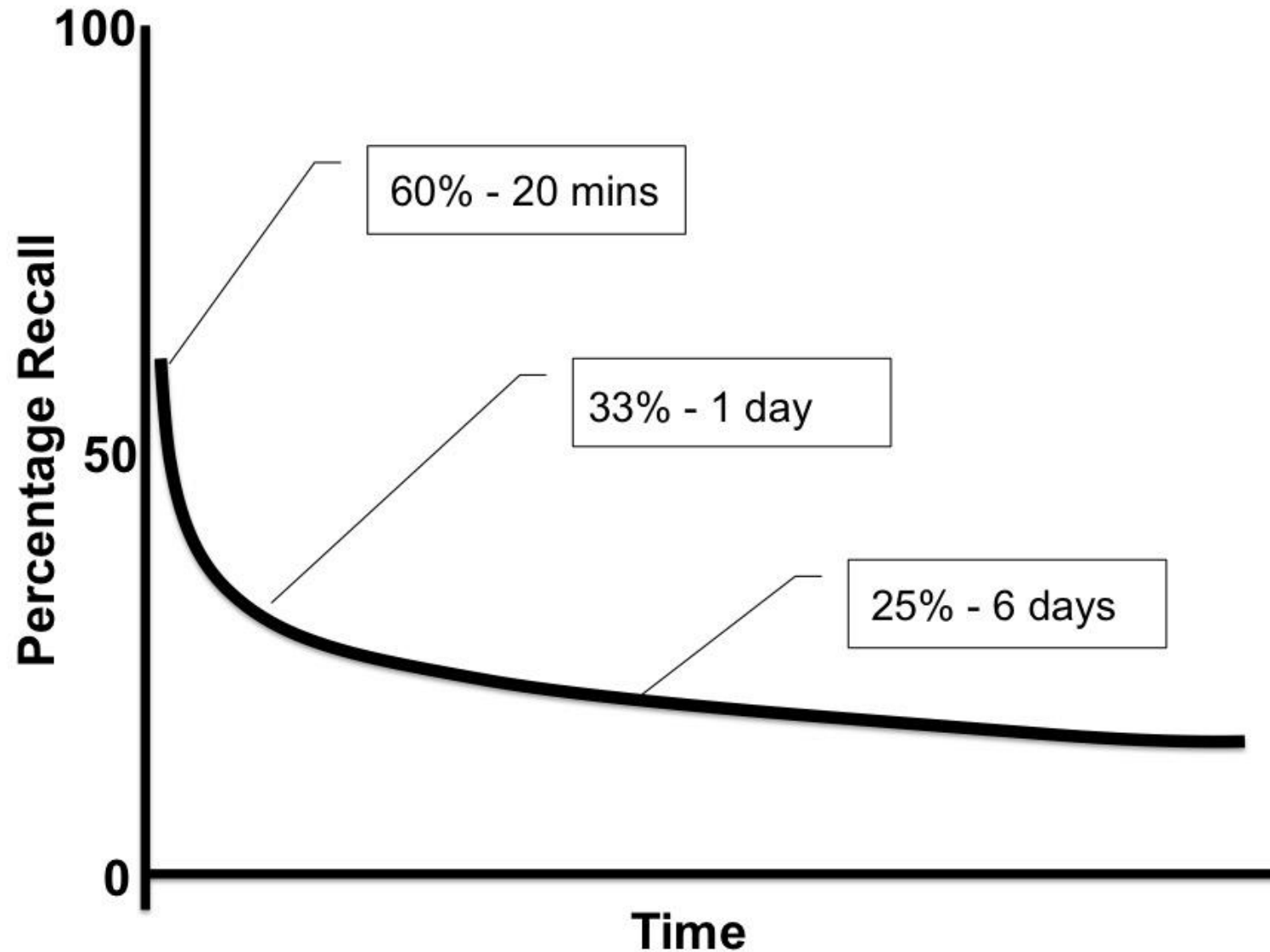
Learning

Natural
Reaction-based
Task-led
Conversation
User-centric
Implicit
Context-centric
Playful

Education

Ritual
Fact-based
Topic-led
Lecture
Instructor-centric
Explicit
Content-centric
Anxious

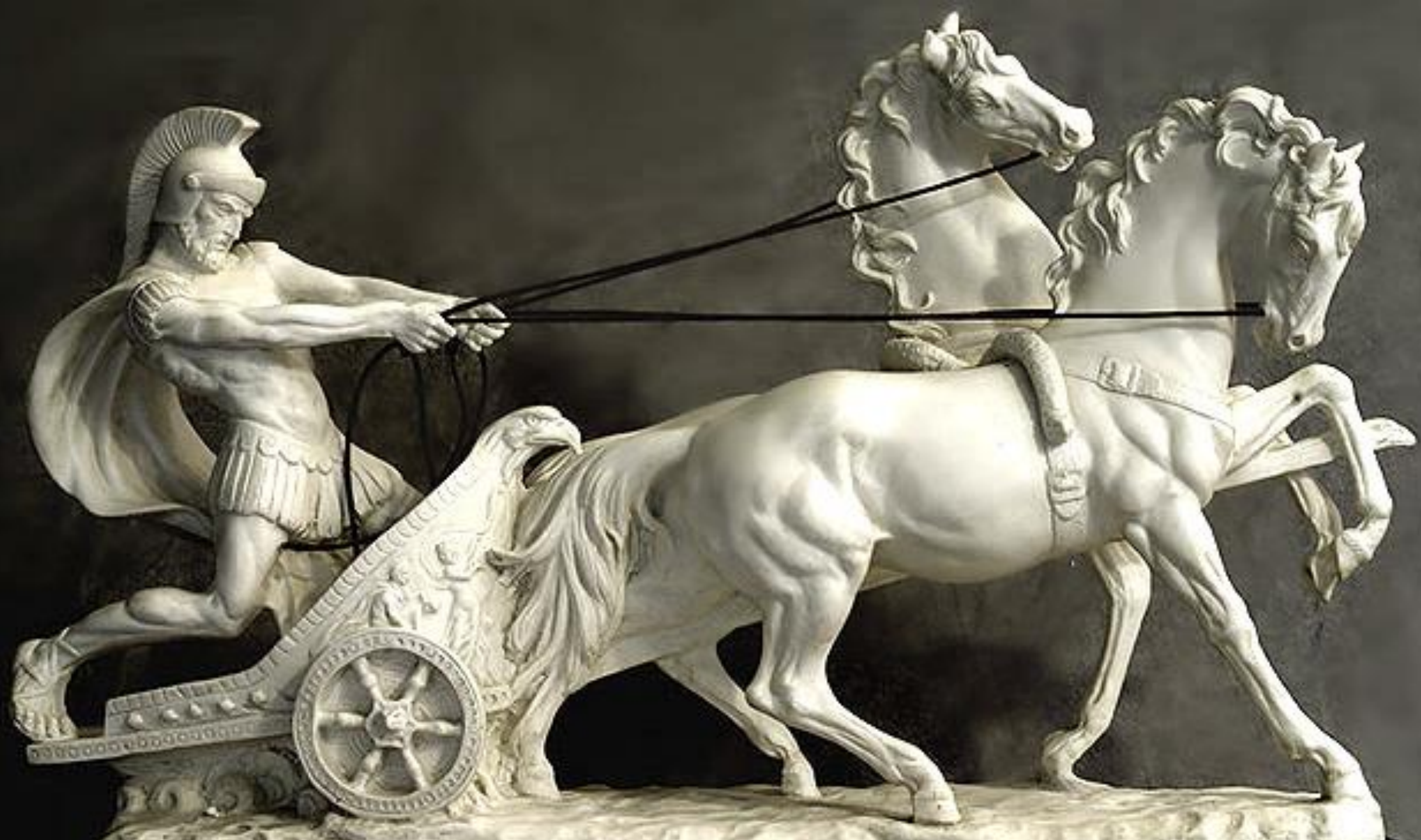
Where did we go wrong?



Ebbinghaus, H.
(1885/1913). *Memory: A contribution to experimental psychology*.
New York: Teachers College, Columbia University.

A Simple Experiment:

RFT	TOY	GBU	CAT	MJQ	TIE	VGR	EGG	FGS	HAT	BJK	MAP
JOB	GTR	POT	YHU	GOD	AKL	HIP	NJI	MOP	VGY	TIN	CFT
BHU	HUT	DFT	GUY	ZSE	FOG	XDE	SAD	NKP	HOT	TVF	MAD
TAP	GSF	GUN	ZXC	TIP	HBJ	GAS	QWE	KIT	DCF	GYM	JGF
NKL	PIG	GVQ	BAT	VCX	TEA	KNJ	PIT	NAU	HAM	SJI	BIG
YES	JUH	LEG	BTY	EYE	BCS	BIT	GHJ	GUN	YFT	LIP	NXV
JAI	PIG	KSJ	WET	BHT	GAG	VFT	OLD	HRF	FAN	FTC	FOX
DEW	YGS	HUT	KCK	HEN	VSK	YUM	CTG	PUG	VGY	TEE	HFU
BCV	OIL	GJI	ROT	FWX	RAG	HWZ	BAD	TDE	ZOO	VGS	QUE



Descartes' Error:



On the one hand I have a clear and distinct idea of myself, in so far as I am a thinking, non-extended thing; and on the other hand I have a distinct idea of body, in so far as this is simply an extended, non-thinking thing. And, accordingly, it is certain that I am really distinct from my body, and exist without it.

- Rene Descartes.

Memory is constructive:



Bartlett, F.C. (1932/1995).
*Remembering: A study in experimental
and social psychology*.
Cambridge: Cambridge University Press.

War of the Ghosts

One night two young men from Egulac went down to the river to hunt seals and while they were there it became foggy and calm. Then they heard war-cries, and they thought: "Maybe this is a war-party". They escaped to the shore, and hid behind a log. Now canoes came up, and they heard the noise of paddles, and saw one canoe coming up to them. There were five men in the canoe, and they said: "What do you think? We wish to take you along. We are going up the river to make war on the people."

One of the young men said, "I have no arrows."

"Arrows are in the canoe," they said.

"I will not go along. I might be killed. My relatives do not know where I have gone. But you," he said, turning to the other, "may go with them."

So one of the young men went, but the other returned home. And the warriors went on up the river to a town on the other side of Kalama. The people came down to the water and they began to fight, and many were killed. But presently the young man heard one of the warriors say, "Quick, let us go home: that Indian has been hit." Now he thought: "Oh, they are ghosts." He did not feel sick, but they said he had been shot.

So the canoes went back to Egulac and the young man went ashore to his house and made a fire. And he told everybody and said:

"Behold I accompanied the ghosts, and we went to fight. Many of our fellows were killed, and many of those who attacked us were killed. They said I was hit, and I did not feel sick."

He told it all, and then he became quiet. When the sun rose he fell down. Something black came out of his mouth. His face became contorted. The people jumped up and cried.

He was dead.

Why do stories matter?

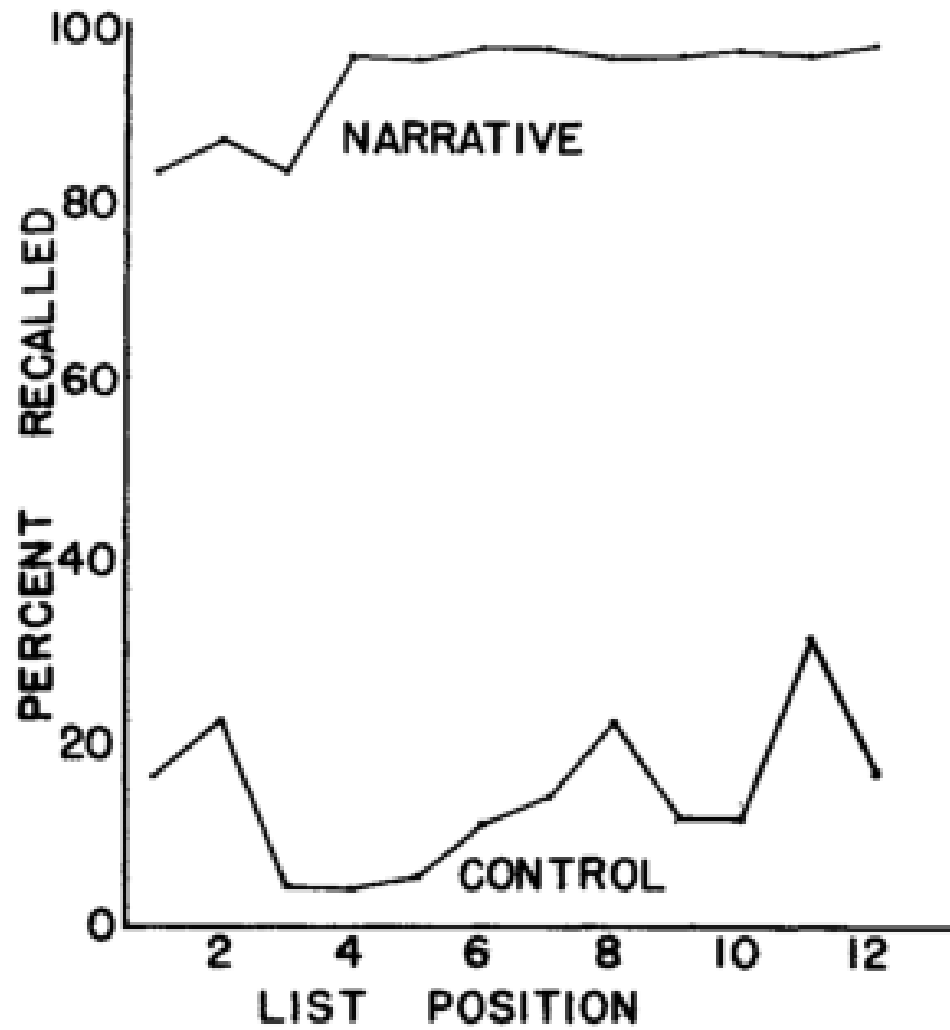
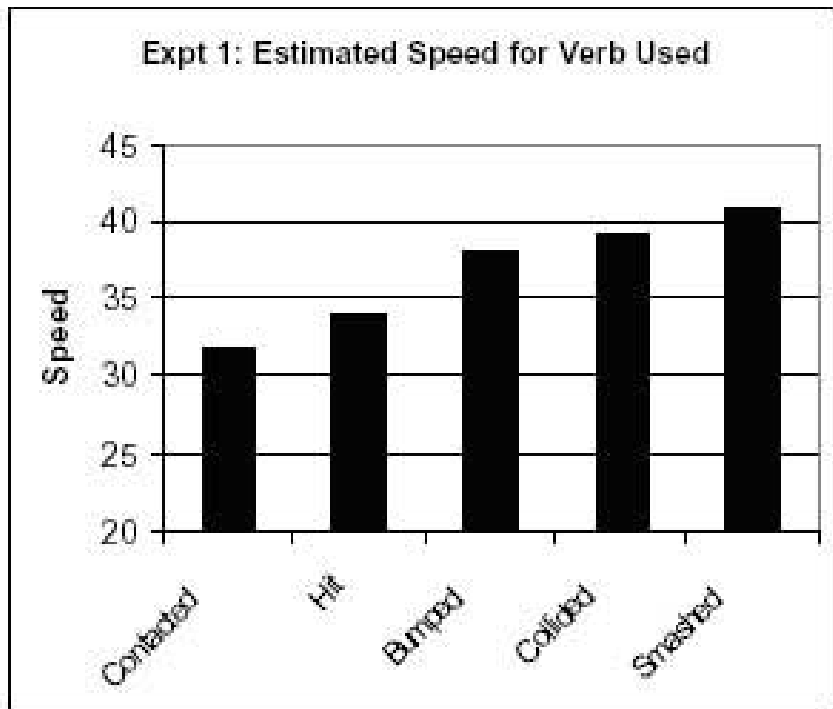


Fig. 1. Median percentages recalled over the 12 lists.

Gordon Bower & Michael Clark found that converting a list of information into a story format improved memory for the information seven-fold.

- *Narrative Stories as Mediators for Serial Learning,*

Why is memory unreliable?



Loftus, E and Palmer, J.C. (1974). *Reconstruction of automobile destruction: An example of the interaction between language and memory*. *Journal of Verbal Learning and Verbal Behavior*. 13 (5): 585–589

Loftus, E (1999). *Lost in the mall: Misrepresentations and misunderstandings*. *Ethics & Behavior*. 9 (1): 51–60



Branded in memory; 1500 drawings reveal our ability to remember famous logos.
<https://www.signs.com/branded-in-memory/>



“Neurons that fire
together, wire
together.”

- *Donald Hebb*

Hebb, D.O. (1949). *The Organization of Behavior*. New York:
Wiley & Sons.

"there appears to be a collection of systems in the human brain consistently dedicated to the goal-oriented thinking processes we call reasoning, and to the response selection we call decision making, with a special emphasis on the personal and social domains. This same collection of systems is also involved in emotion and feeling, and is partly dedicated to processing body signals"

– Antonio Damasio, *Descartes Error*

"In the march toward the human cultural mind, the presence of feelings would have allowed homeostasis to make a dramatic leap because they could represent mentally the state of life within the organism."

– Damasio, A. (2018) *The Strange Order of Things. Life, Feeling and the Making of Cultures.*

"efficient learning may be conceptually achieved through the generation of subjectively experienced neuroemotional states that provide simple internalized codes of biological value that correspond to major life priorities for the animal."

– Panksepp, J. (1998) *Affective Neuroscience: The Foundations of Human and Animal Emotions*

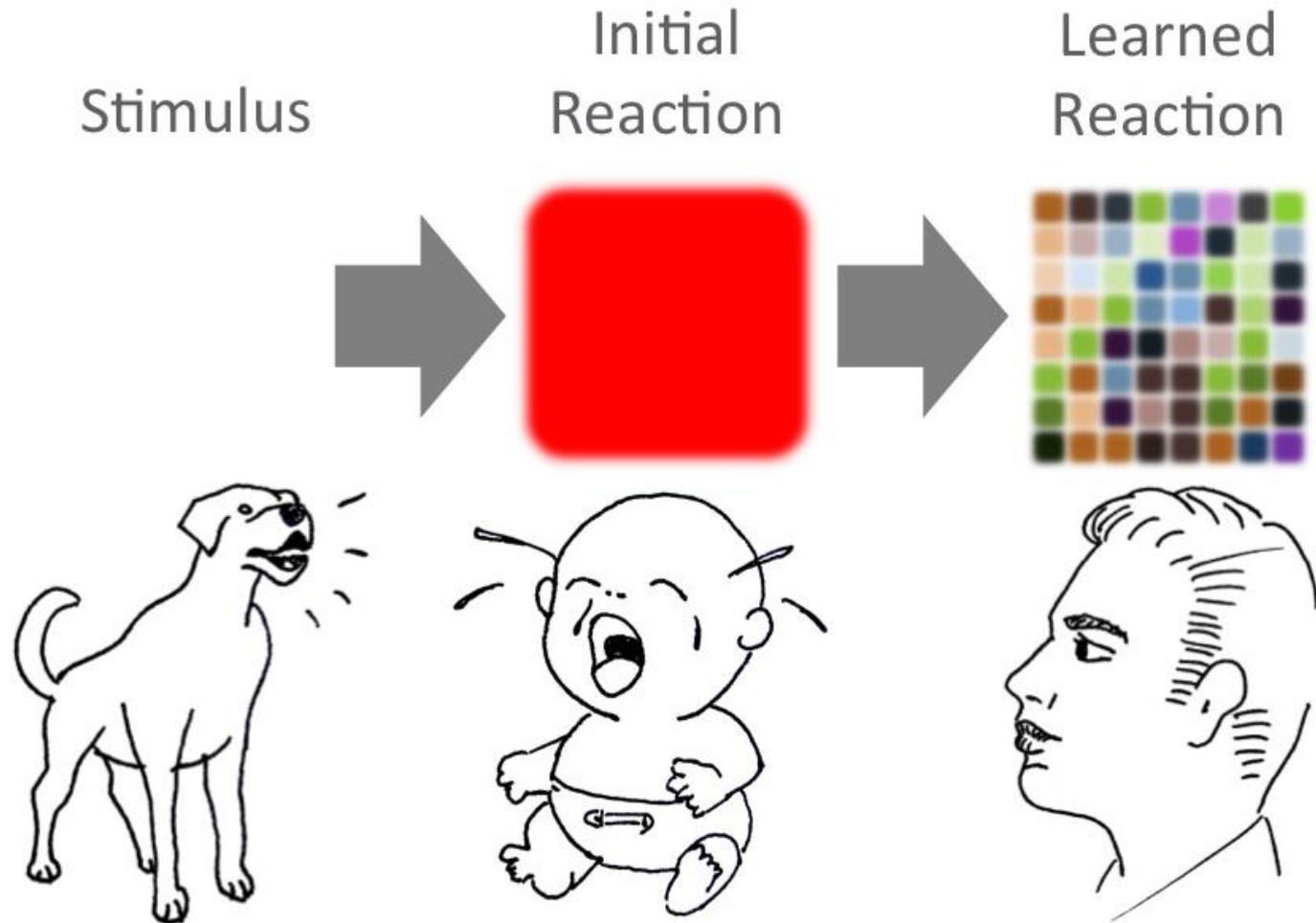
"It is literally neurobiologically impossible to build memories, engage complex thoughts, or make meaningful decisions without emotion,"

–Mary Helen Immordino-Yang. NYT

The Affective Context Model:

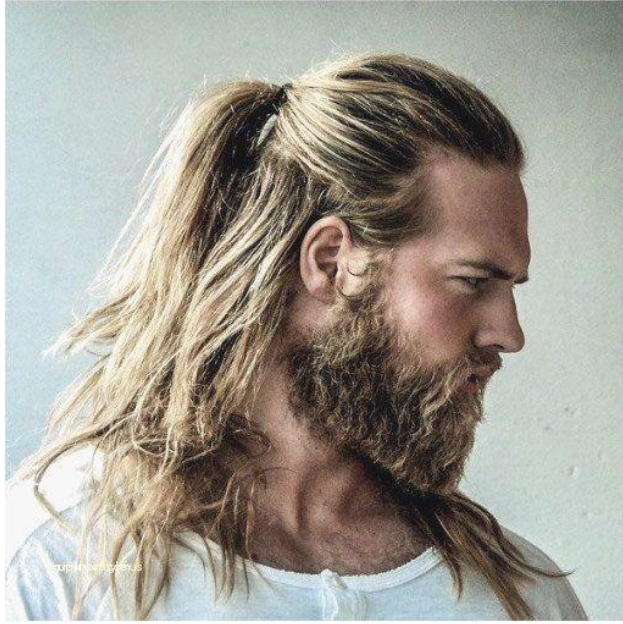
We don't actually remember any of the experiences that happen to us.

Instead we store our *reactions* to those events – how they made us feel – and these reactions are used to 'conjure up' a memory when needed.



Shackleton-Jones, N
How People Learn.
Kogan Page, 2019.

How do you React?



The Iowa Gambling Task:

	'Disadvantageous' decks		'Advantageous' decks	
	A	B	C	D
Gain per card	100	100	50	50
Loss per 10 cards	1250	1250	250	250
Net per 10 cards	-250	-250	+250	+250

Bechara, A., Damásio, A. R., Damásio, H., Anderson, S. W. (1994). *Insensitivity to future consequences following damage to human prefrontal cortex*. *Cognition*. **50** (1–3): 7–15



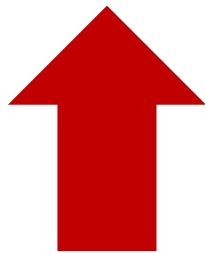
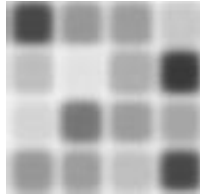
Question: Where did we go wrong?

Answer: learning is *not* knowledge transfer.

Learning: a change in behaviour or capability as a result of memory.

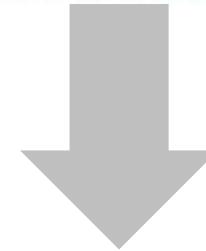
Memory: the encoding of an affective response to an experience, which allows that experience to be reconstructed.

PUSH CONDITION
Weak affective context



Experiences
(e.g. Simulation, Storytelling)

PULL CONDITION
Strong affective context



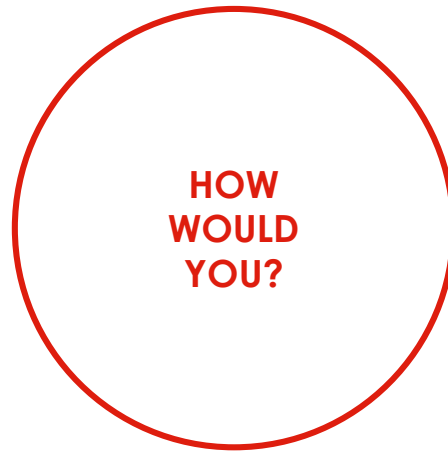
Resources
(e.g. Google, Checklists)

Act 1:

How can we think about learning?

Act 2:

How do we encourage learning?



Find your way in a strange city?

Help your daughter with her homework on 'the Ancient Egyptians'?

Find a restaurant in a new area?

Learn how to play 'stairway to heaven' on a guitar?

Learn about a person you will be meeting?

Choose a good movie to watch?

Learn how to use your new phone?

Keep up with innovations in your profession?

Choose a hotel for a holiday?

Overcome a difficult level on your computer game?

Fix a fault with your chainsaw?

The Problem (we're doing education)

Training isn't working. The world is changing. The way we learn everyday no longer resembles educational conventions.



CLASSROOM

Liked
Ineffective
Expensive



E-LEARNING

Disliked
Ineffective
Cheap

The Solution (we do learning)

We design experiences that simulate real challenges.
We offer resources that help people get the job done.



Turning educational
programmes into
simulations of real work



Allowing people to earn
badges, develop a
portfolio & transferrable
skills

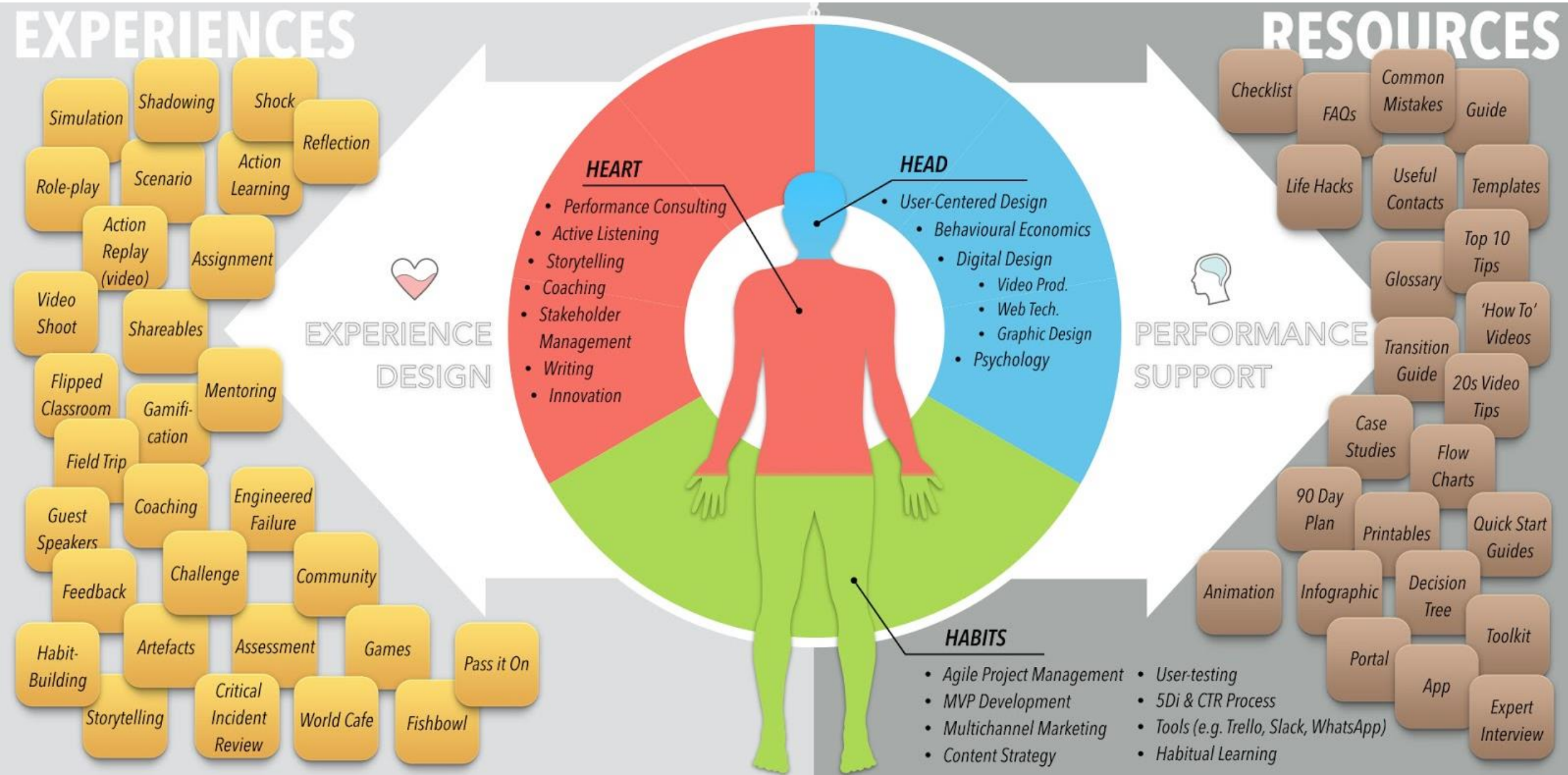


Designing digital resources
around everyday tasks &
challenges

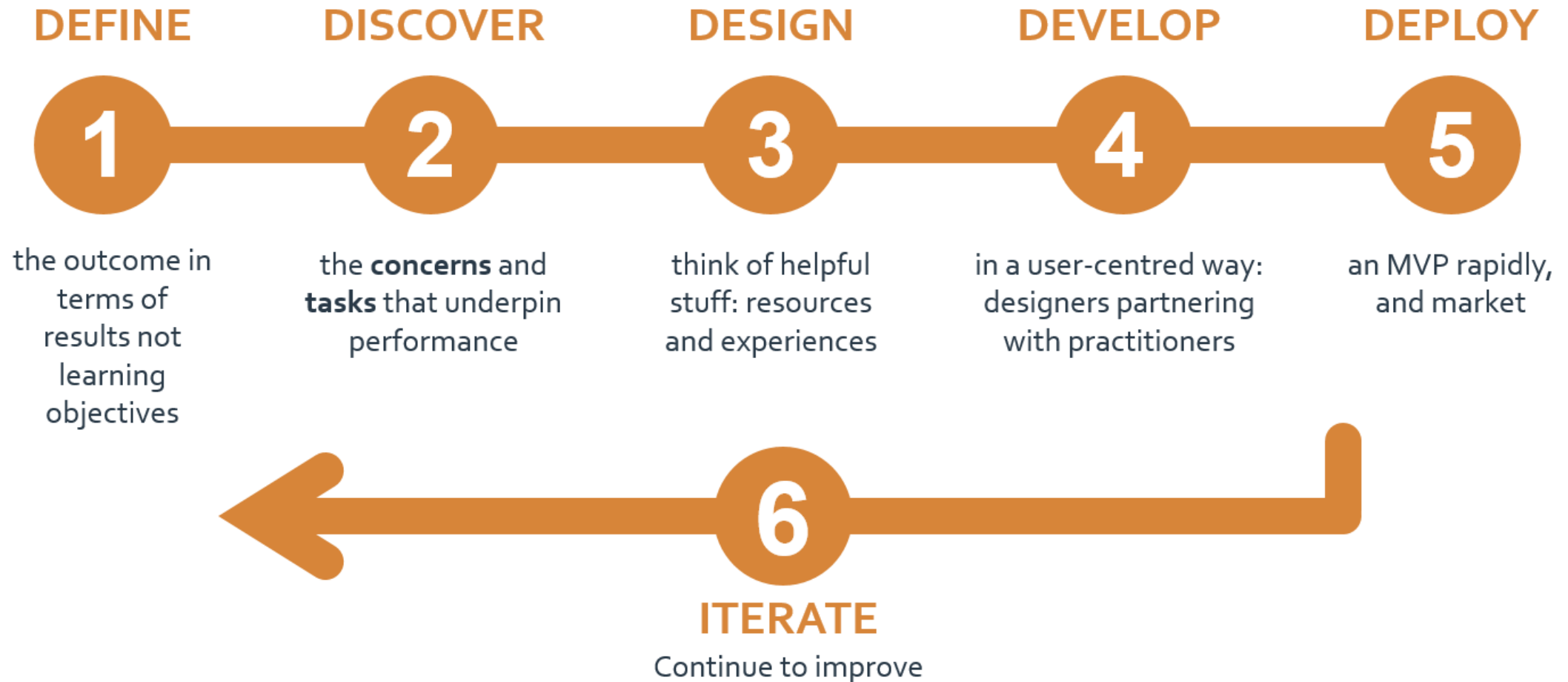


Enabling people to
perform, by accessing
support at the point of
need

L&D Capabilities:



Person-Centered Design:



Person-Centered Design:



	Checklist	Video Tips	1 page guide	Do's & Don'ts	Animation	Infographic	Experience
Feeling pretty lonely.							
Getting emails on my device.							
Knowing what to do.							
Performance conversations.							
Understanding Jargon.							

Person-Centered Design:

STRONG TEAM, GOOD LINE MANAGER
CONTACT, BUDDY/NETWORK

- Took on HR responsibilities
- Mid-year reviews
- Manager did not guide or develop you
- Adopting right tone, keeping team engaged
- Fear of confrontation
- Dealing with difficult HR issues (stored up)
- Personal resilience through staff issues
- Moving from peer to manager
- Balancing workload
- Managing team members in other locations
- Lack of training
- Getting the most out of people
- Doing my job & developing my people (balance)
- Understanding of tools & systems - what you can and can't do
- Don't know what to do with new staff
- MyPlan - system and expectations confusing
- Managing poor performer out of org
- PIP process
- Lack of HR support
- Passport/VISA issues
- Nominations process
- In role way before the promotion

- Unbelievable admin
- Got to 'change my way' / letting go / adapt your style
- Training & one-to-one support of team (support, systems)
- Courses only for staff - contractors need training
- Thinking about everything you do (like driving a car)
- Confidence - need feedback You need support
- Mentoring & Induction
- GAL is the only source of information
- Bureaucratic process
- Delegation of authority
- Difficult to know who to talk to about OMS etc.
- For new leader completely overwhelming for 3mths +
- All network based
- Having to do current job and lots of extra (pointless) admin
- Travelling wears you down
- Access to systems
- Overwhelming information
- Knowing where to focus
- Process around maternity cover
- Knowing where to go - who can help you
- Org structures
- Time zone challenges
- Gaining respect of the team: treat people as you want to be treated



Overview



Your three month checklist



Your computer



Performance, reward & benefits



Learning & development



Your three month checklist



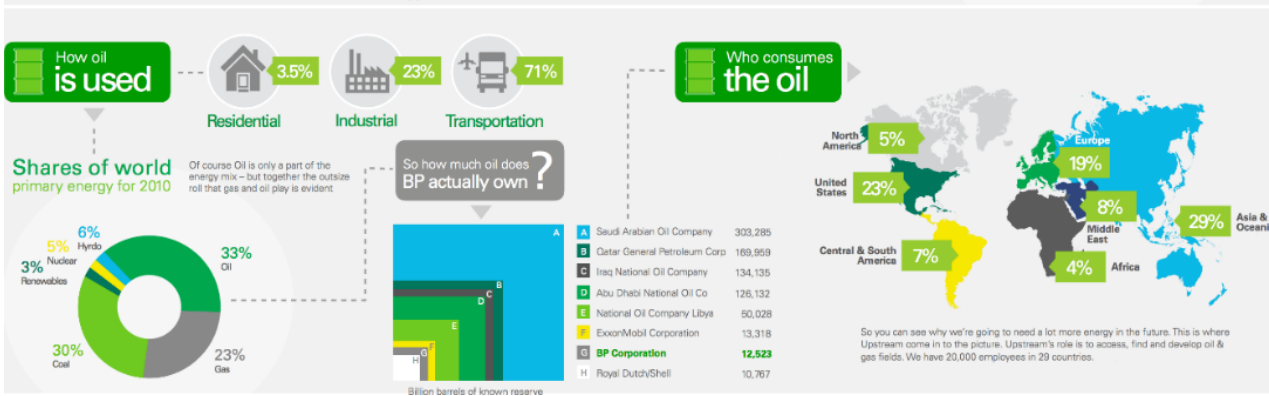
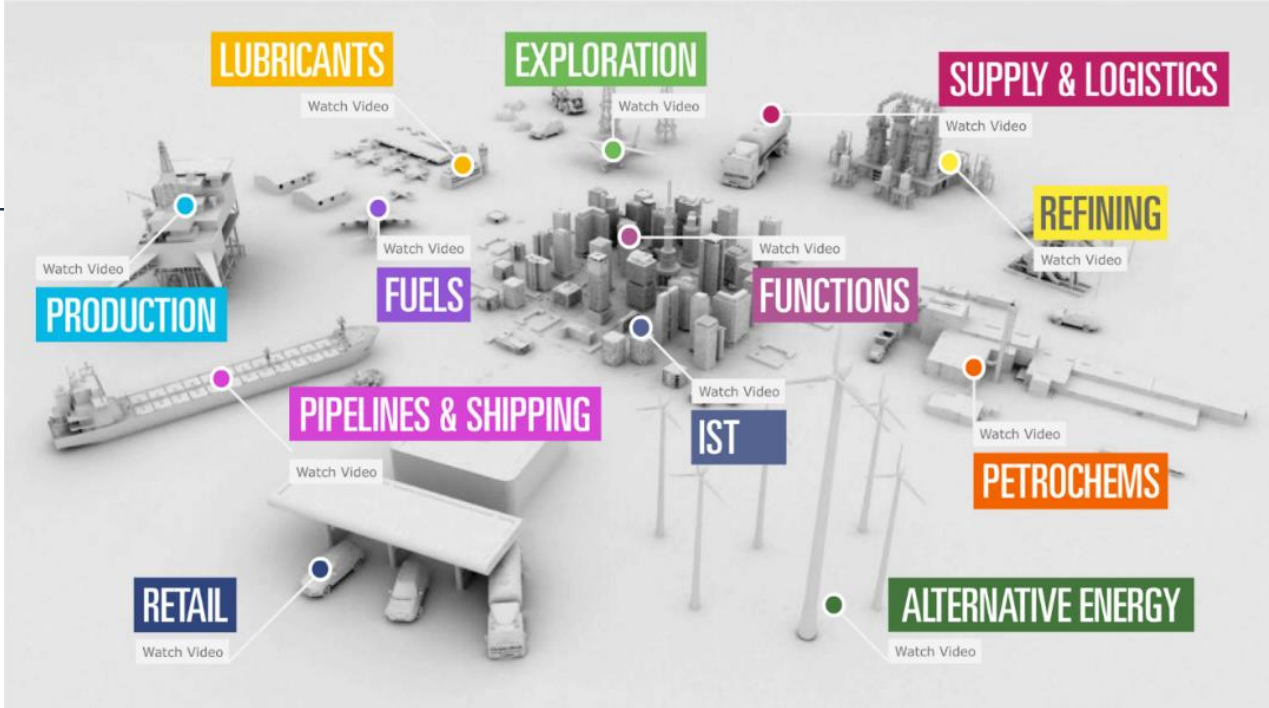
Learning & development



2. Essentials

This section provides an easy introduction to getting started at BP, from your very first day through the first three months. Whether the advice you need is about getting your IT equipment set up or about managing your future career, these pages are the best place to get started.


Performance, reward & benefits






Welcome back, shacn0

Your progress


 shacn0, you have 16 points
You are ranked 18th out of 124
[VIEW LEADERBOARD](#)





Around Advance

 Amr Haysam shared: "I just want to comment on having thoughts or idea for the next year for example but it's n"

1519 skill points earned

 Amr Haysam shared: "For my point of view, to mange project:1- you have to set objectives2- make these objectiv"

 Amr Haysam shared: "I have read this article twice, very interesting one. I like giving presentations, I find "


 Amr Haysam shared: "And I think closing the gaps in your experiences is more important than having some person"

4 people found the resource "Making a greater personal impact - Jessi..." useful

2 posts shared


[SEE MORE](#)

Suggested for you




Developing your capability - Adam Ward

SIMILAR USERS FOUND THIS USEFUL




Manage my online presence

SIMILAR USERS FOUND THIS USEFUL








Requesting more challenging work - Julia Likhatska

SIMILAR USERS FOUND THIS USEFUL




Building strong relationships

Advance **or media type** [Resources](#) [Progress](#) [People](#) [Share something](#)


-  Navigating the organisation
-  Developing your capability
-  Collaborating and networking
-  Planning and organising your work
-  **Presenting yourself and information powerfully**

- Make a greater personal impact
- Manage a range of different views or priorities
- Making my writing better**
- Lead a meeting
- Put forward a challenging view
- Influence or persuade someone




A guide to giving a presentation

QUICK GUIDE




A guide to understanding email etiquette

QUICK GUIDE




A guide to leading a meeting


QUICK GUIDE



A guide to managing a range



A guide to preparing a



Presenting complex



Danny Church-Taylor
Tips in 20 seconds
Managing your CV

00:01 00:24

Danny Church-Taylor reinforces the point that CVs should be short and to the point – its an art, watch Danny to hear more

00:00:26 • A YEAR AGO

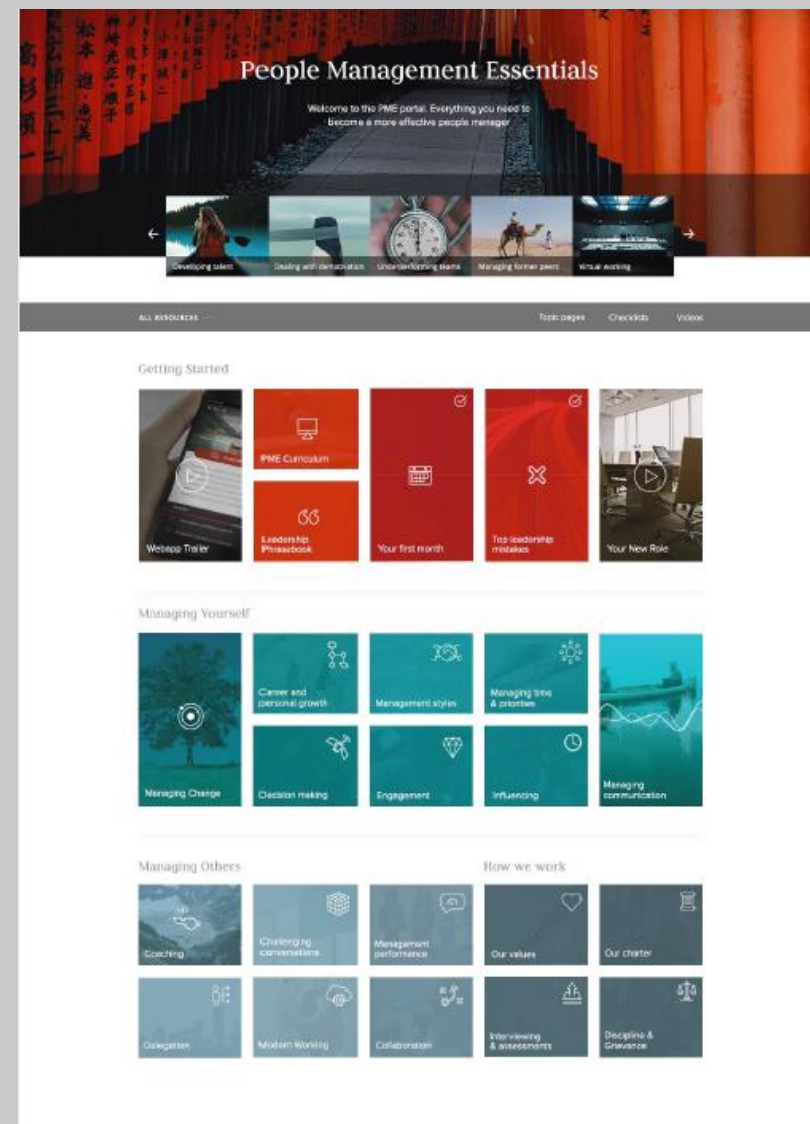
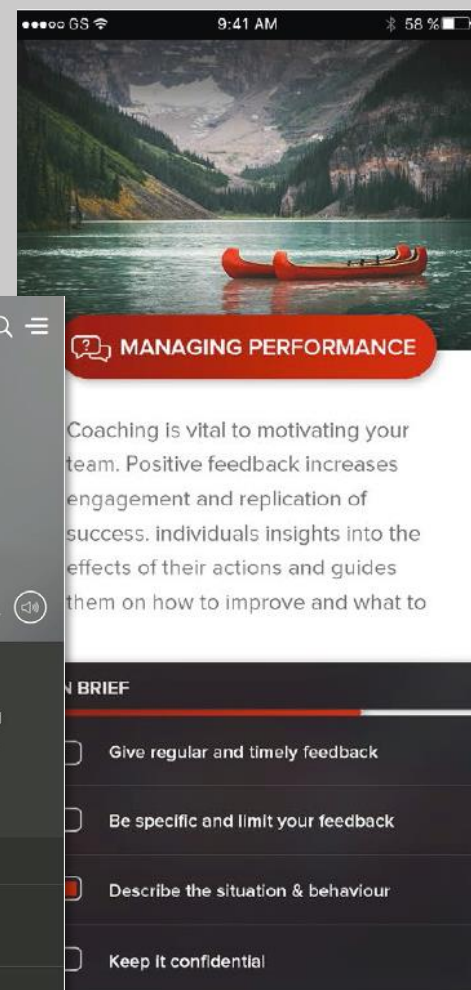
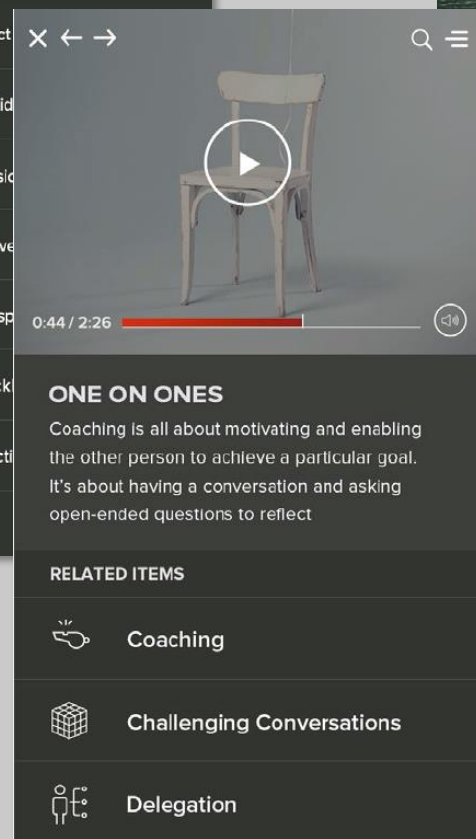
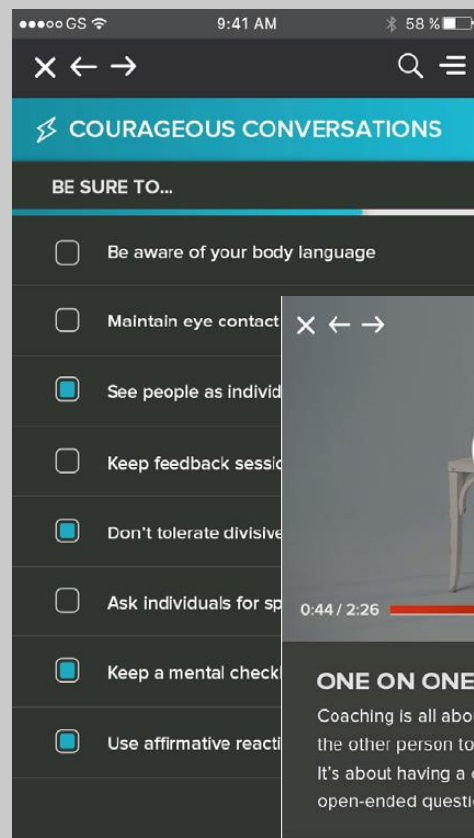
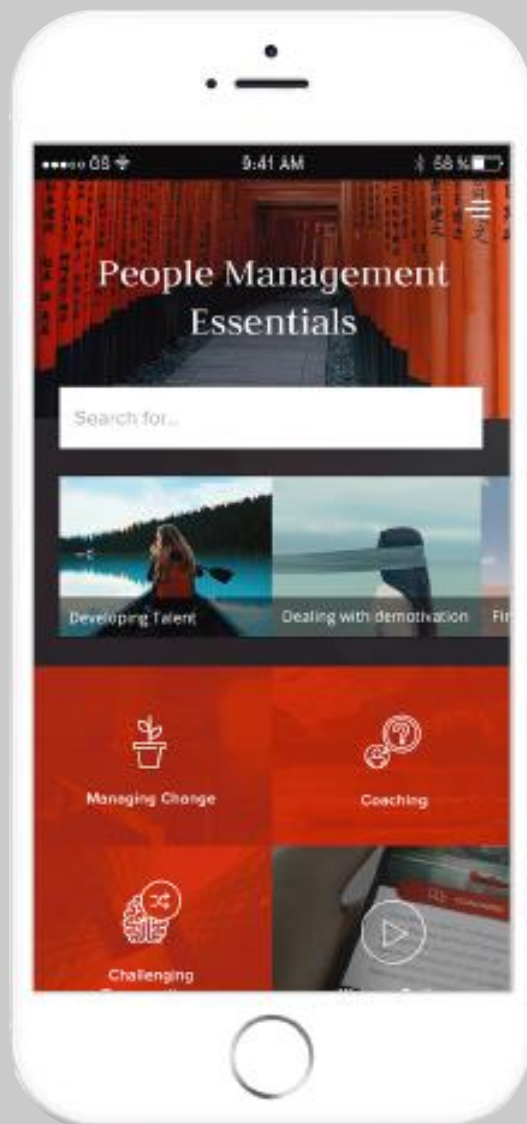
Was this useful?

YES (7)

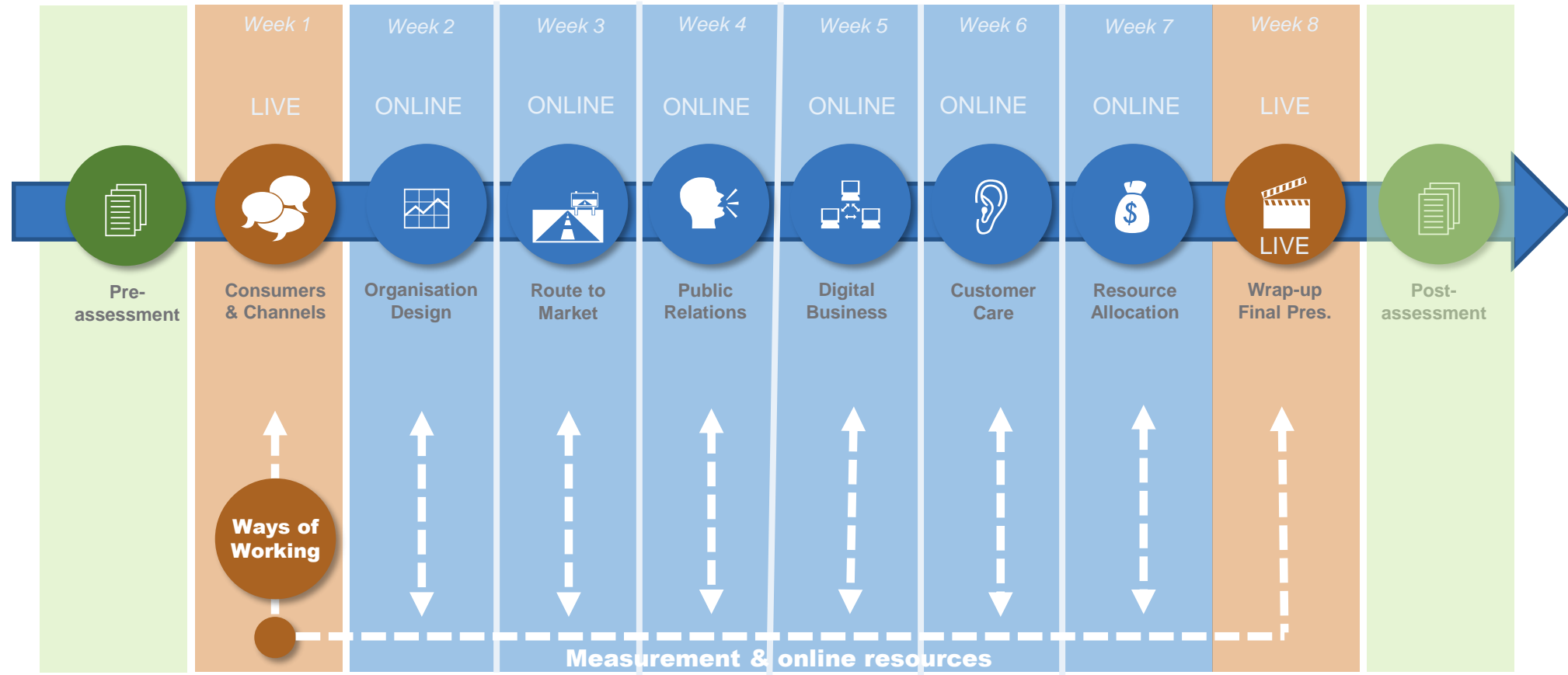
Related topics

Improve my CV

Developing your capability



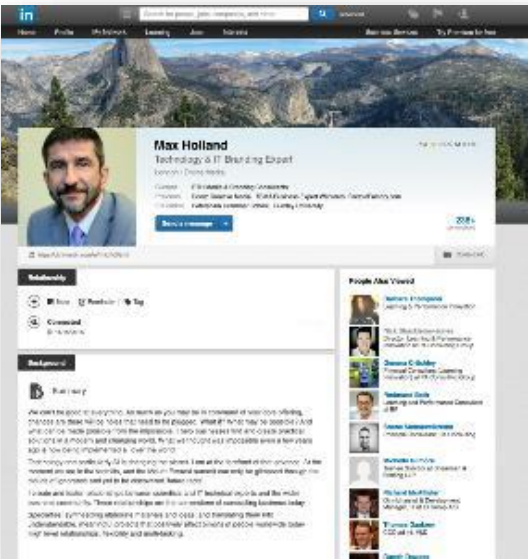
Experience Design:



Experience Design:

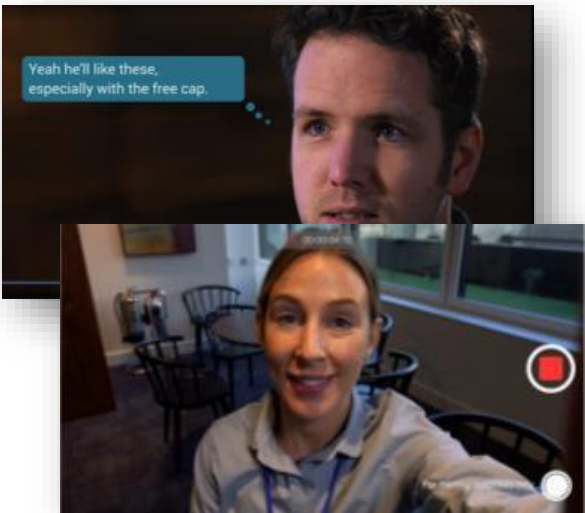
Meeting Your Customers

Getting to know your customers, then interacting with them in person.



Hiring New People

Building a new team and selecting people for different roles.



Presenting at a Conference

Giving an online presentation and tackling difficult questions from the audience.



Handling Customer Care

Dealing with unhappy customers and fixing the underlying problems.



Effective Leadership:



Rationale

Empowerment to make decisions, Trust
Applying judgement, Accountability

This experience uses the power of drama to bring to life 'real world' leadership issues, and is staged at a venue outside of the usual place of work. Moving outside of normal work environments affords the opportunity to break down 'silos' and can encourage people to break free from their normal behaviours and interact in different ways.



Description

Participants are invited to a forum theatre event, ideally outside of the business (i.e. at a restaurant). Groups of 4 volunteers are asked to come up on stage to improvise a team meeting.

Actors out a series of leadership errors, or 'war stories' based on 3 stereotypes of leaders: "The Micro-manager", "The Invisible Boss", "The Democratic Boss".

Participants have to assemble an Ikea stool in a limited time frame under the 'guidance' of their boss (actor).

Those not participating in the activity (the audience) are asked to observe the behavior traits of each leader and to evaluate the impact on the outcome of the meeting.

The debrief aims to help participants identify concrete behaviors to implement even as individual contributors.



Target Behaviors

- » Giving people what they need to deliver and get out of their way
- » Empower people to apply judgment



Desired Outcomes

- » Experience the impact of working with different styles of leadership
- » Understand and embed behaviors that are aligned with Space to Deliver energy as individual contributors and leaders

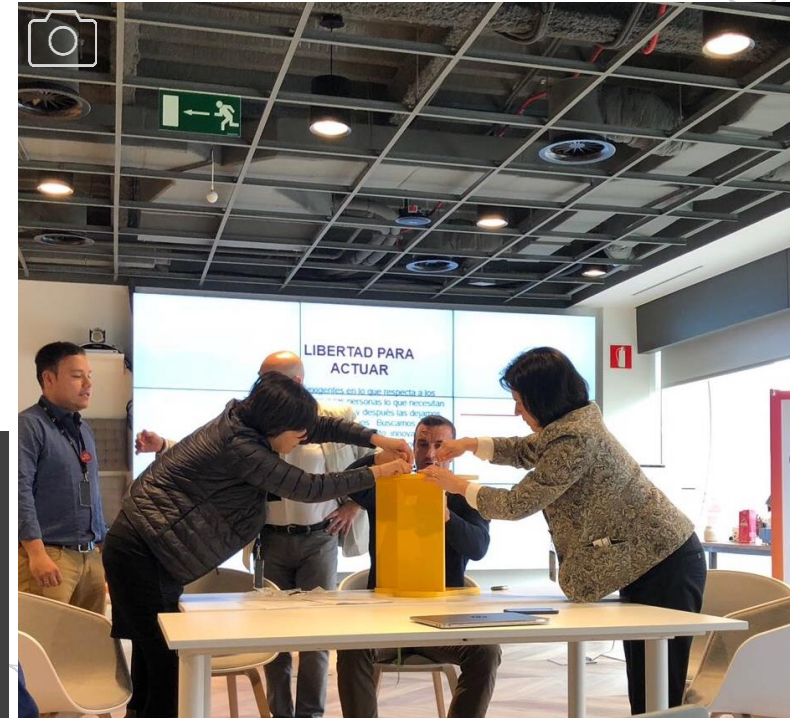
Activity: IKEA furniture building 'Forum Theatre'



For approximately 4 – 6 people
+ larger audience group



Approx. 90 mins



Nick Shackleton-Jones

HOW PEOPLE LEARN

Designing education and training that
works to improve performance



Nick Shackleton-Jones

Director, Learning & Performance Innovation
PA Consulting

@shackletonjones