

# Training & Learning Myths and Facts



# *How to Play?*

This document contains 6 statements about training and learning.

Read each statement, and either:

Say out loud if you think it is a “Myth” or if you think it is a “Fact”.

**OR**

Write down the word “Myth” or the word “Fact” depending on what you think.

# *How to Play?*

Once you have decided, move to the next page which will give you the answer and why it is a Myth or a Fact.

Please read the answer even if you were correct as you may be correct for the wrong reason!

Once you read the answer, move to the next page to evaluate a new statement.

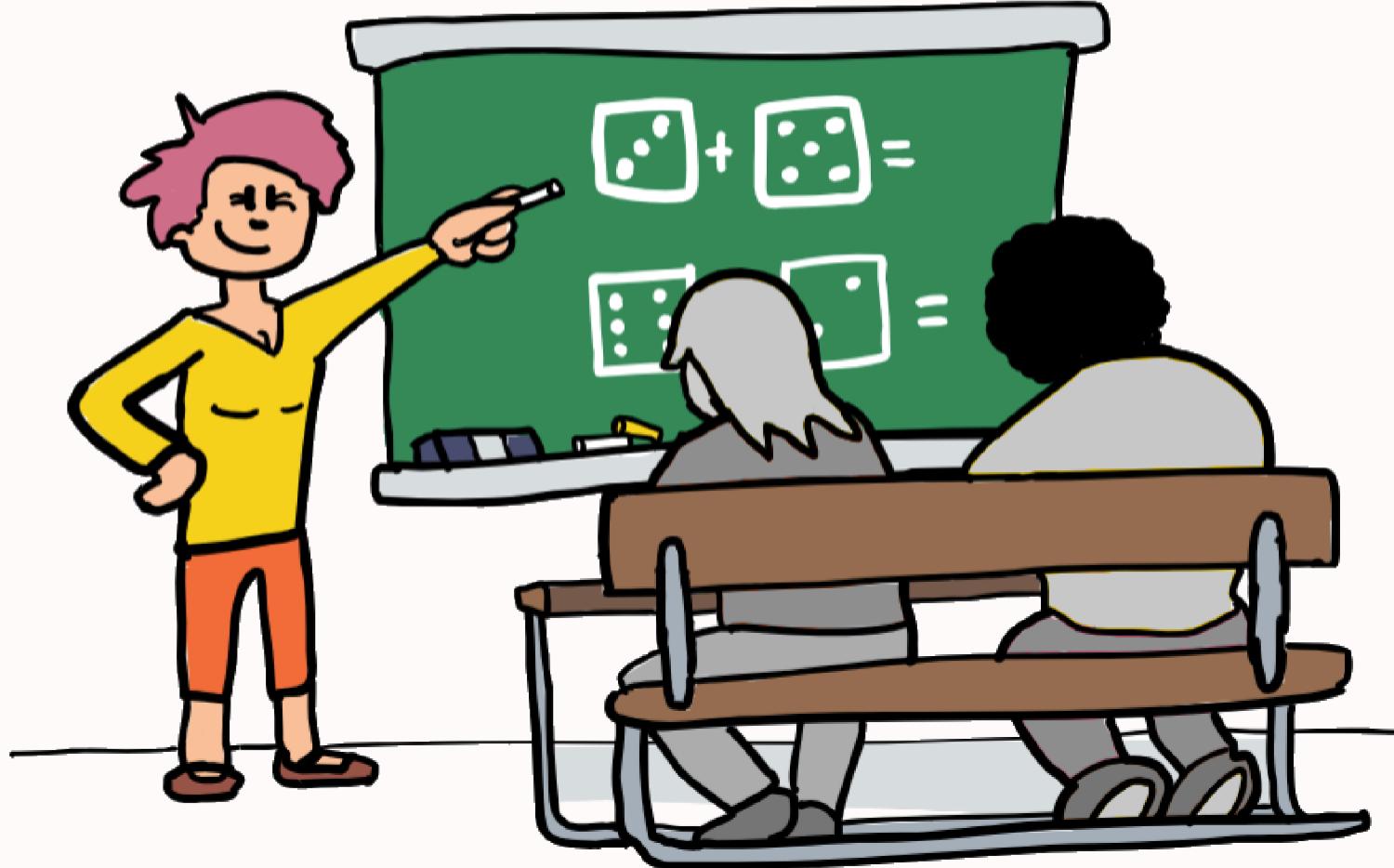
# *Let's Begin*

The first statement to evaluate is on the next page.

Are you ready?

Let's begin.

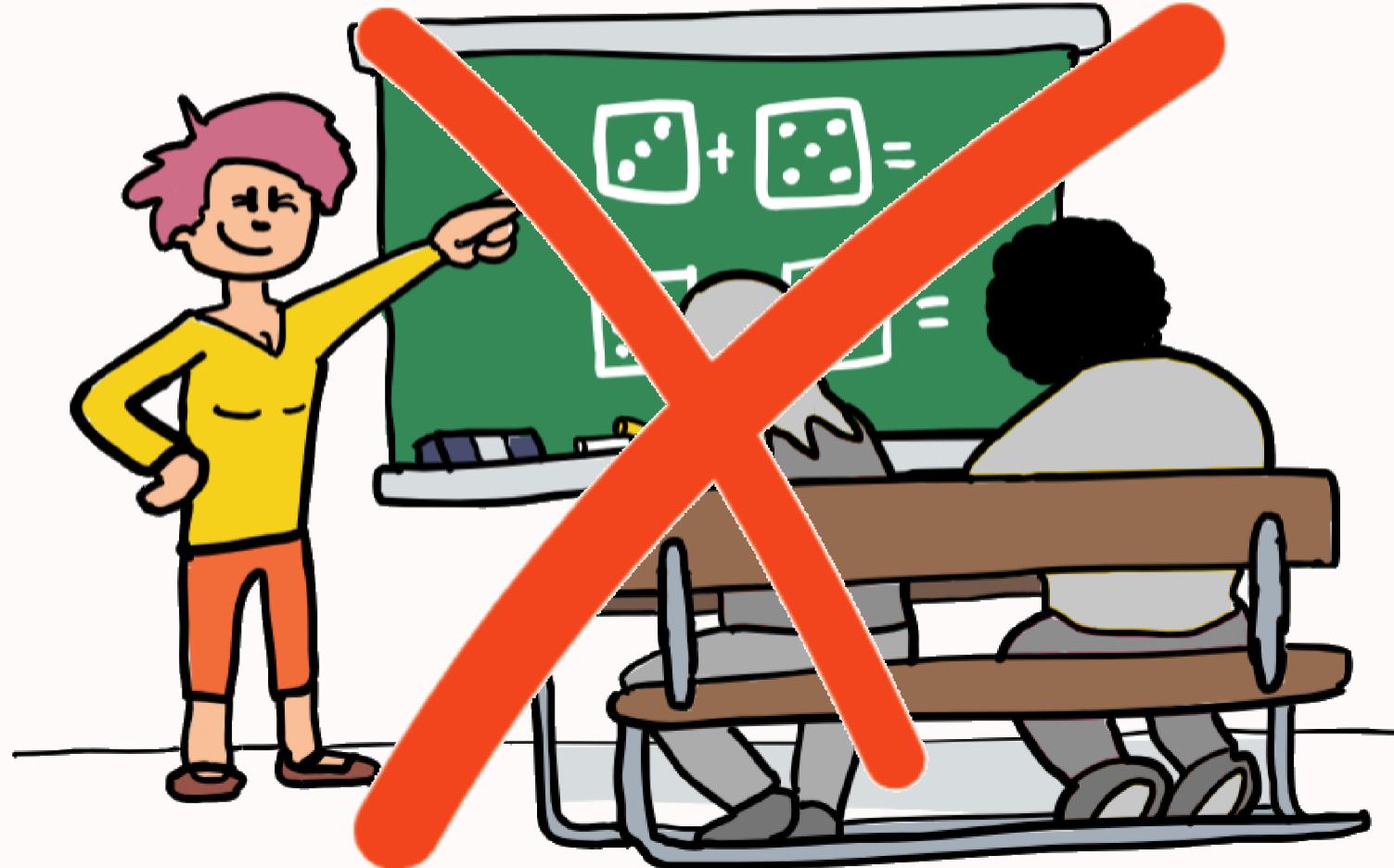
# 1



We learn best when we sit passively and listen to an expert deliver a long lecture.

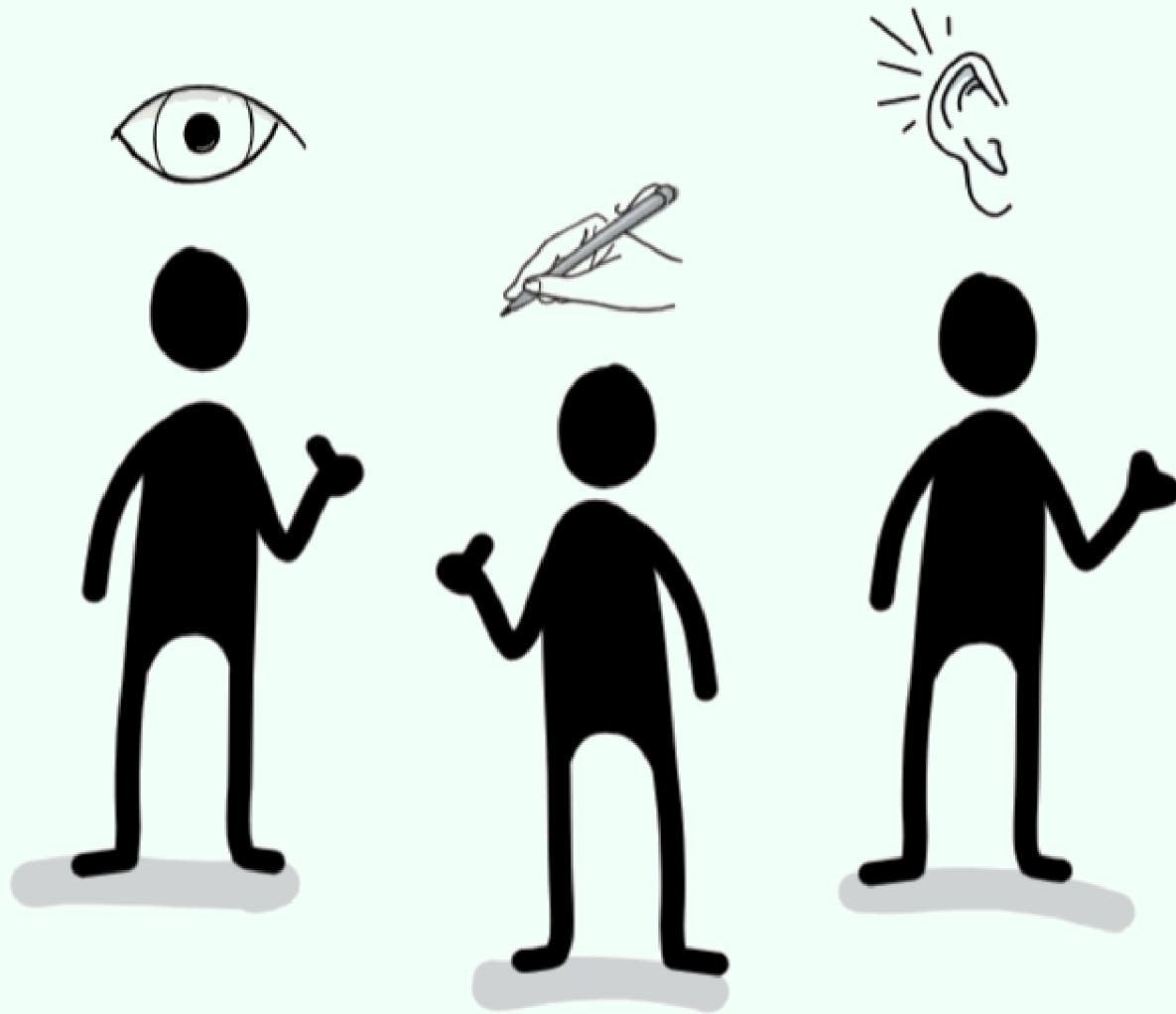
# 1

# Myth



Research indicates that we learn better when we are active. If we elaborate and summarise our learning rather than only listen to a lecture, we deepen our understanding. Our attention span wanes after about 10-20 minutes, so use short, interactive review activities to break lectures up into smaller segments.

# 2



Everyone has a learning style. We learn best when training targets our specific learning style.

# 2

# Myth



Despite lots of research into “learning styles”, there is currently no evidence that targeting instructional design and delivery to a learner’s specific learning style helps. In fact, some studies have shown that catering to a specific learning style is worse for learning than not catering at all!

# 3



Our mind wanders after 10-20 minutes. When we are learning, we need to be active to keep us focussed.

# 3

# Fact



We struggle to concentrate on the same thing for longer than 10-20 minutes. We can overcome this problem by learning content in short bursts.

For example, regularly invite learners to do review activities, speak to each other, move around, or write a summary of what they learned

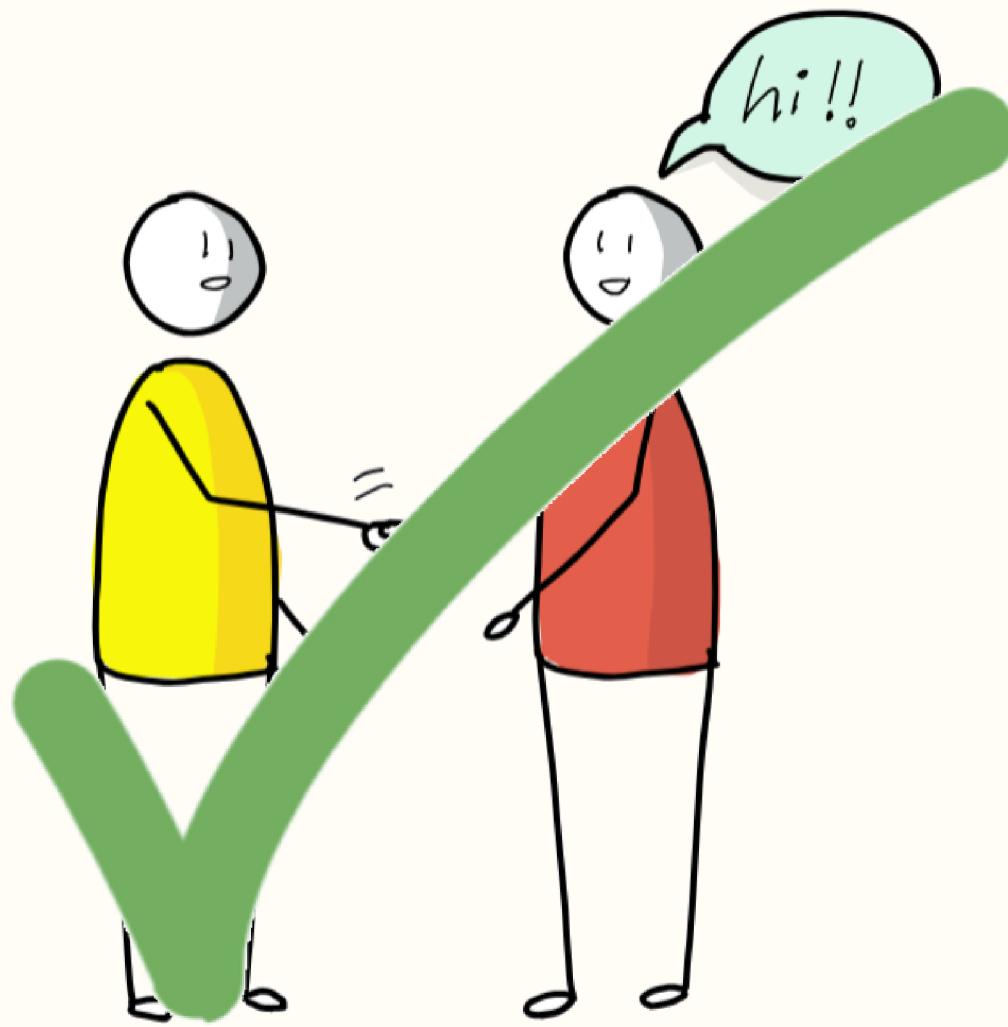
# 4



Inviting participants to form pairs and discuss what they want from the course is a learner-friendly way to begin training.

# 4

# Fact



Connecting people to their “What’s in it for me” in pairs is a safe activity that warms people up for the learning ahead.

Large group introductions are excruciating and stressful. They also waste the primacy effect.

# 5



We learn better when we use imagery, metaphors, and storytelling than when we use words alone.

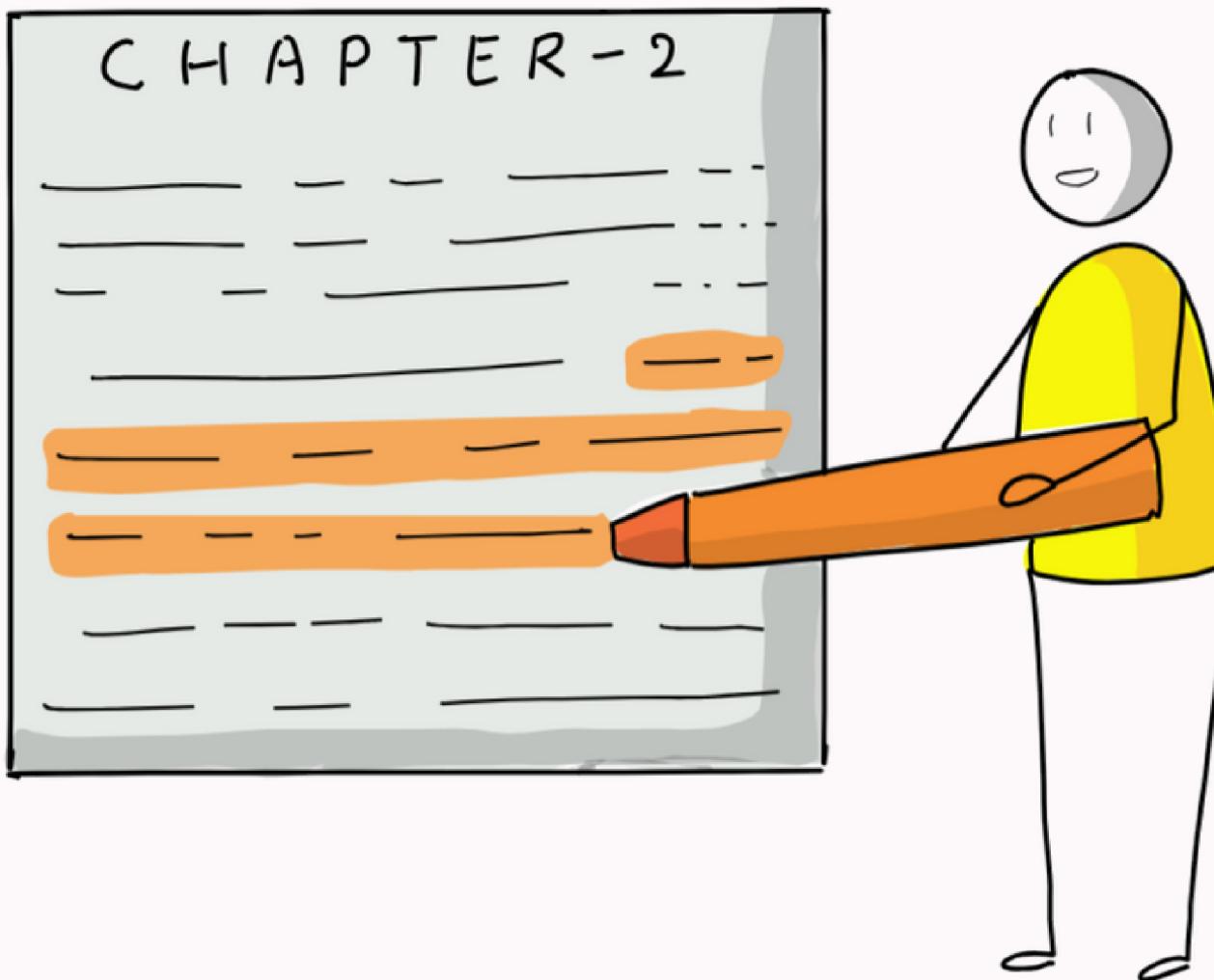
# 5

# Fact



Images convey messages in deep and memorable ways. Combine images with words and the brain retains information more successfully than with words or images alone. This is one way to take advantage of “Dual-Coding” which has been shown to improve learning.

# 6



Reading and highlighting text are more effective for learning than reading text and then writing your own summary of that text.

# Myth



Research indicates that writing a summary of text is more effective for learning than highlighting. Overuse of highlighting gives you a false feeling of knowledge. If you do highlight, do so sparingly and only after you have read the whole passage. And don't forget to write a summary!

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