

Today

I. Last Time

II. Interleaving

III. Grit

I.* Self experiment write up 2 now due May 2nd.

*I'd like to add one new section that compares the two self experiments.

How did the pandemic change your plans?

At what point were you most effective in your practice?

Change the page limit to 3.

I.-II. How was interleaving similar to previous topics?

We interleaving physical location of study also leads to learning gains.

This is another topic that people will tell you shouldn't work as well as blocked study, but experiments find a different result. Also touched on a theme of better use of time rather than more time.

Techniques that work better than you would think:

- *Self-testing, testing effect, using tests to study (better than rereading, trying to memorize, underlining)

- *Making things concrete seems to obvious, but is effective

- *Spaced repetition and, in particular, how large the spacing should be (large spacing is very effective for long-term retention, e.g. learning vocabulary example.)

- *The value of stories for connecting people to what you are telling them (vs. only statistics and facts).

More examples:

*Memory palaces, which seem to elaborate, but can really aid memory. Particularly valuable for recovering memories in sequence.

II. The bean bag example. It's crazy that a group that never practiced at the test distance (3ft), did better than the group that practiced the whole time at 3ft.

How would you apply this to written arts?

*Change up styles of writing. From narrative to poetic. Two styles on the same content.

*Keep track of drafts, review them, change the approach structurally by rearranging material.

How should we use a comma? Use a comma when an explanation

How should we use a comma? Use a comma when an explanation... Use as a breath, that is, a pause if you were reading it. Introducing a dependent clause. Often used to separate the items of a list. Also used to connect ideas paired with conjunctions (for, and, nor, but, or, yet, so).

Interesting that even when we encounter the evidence we can resist the conclusion. Where does this come from? Easier to default to the mental models that we already have. Our experience tends to emphasize the short term. We've been trained with blocked practice for our whole lives. The example Bjork gave that I liked is the school exercise of repeatedly writing letters.

The soccer example and the idea of knowing when to apply what we've learned.

Leaving an object in a visited space to act as a cue to do something.

III. Grit reading

The theory: talent x effort = skill and skill x effort = achievement.

So, effort counts twice.

The beast training as data for grit. Nice to see data.

Grit can be so conditional. Really hard to sum up an answer.

Context frequently determines how much grit we apply. Can create totally different versions of yourself.

When we are young we have a lot of excitement about even the smaller achievements that we accrue. As we get older we can get absorbed in all the other tasks that come before us.

We've talked a lot about the role of concrete identities and how they can lead us to approach learning in particular ways. Part of the story of grit is how you react to having your identity undermined.

How does privilege interact with grit? Does it support it? Does it undermine grit?

If a big project is successful should we attribute that to ourselves or to luck? The luck can hide the hard work that you put in. But, also it can mask a lack of grit.

Amazing study: How often is an applicant accepted on the basis of their application alone? (Guesses: 30%, 3X10%, 7%, 1%, 0%, 20%, 5%) (Answer with a grain of salt: 3%. The way you get a job is through a personal connection.)