

Today

I. Review of Practical Tools from the Whole Course

II. My Summary of Practical Tools

III. Power of Habit Video

III. Your New Learning Habit

IV. Illich's Tools for Conviviality

I. 1. Memory Palace

(i) Take a locale from your life where you know all the rooms well and tell a story or narrative as you walk through it and place visualizable things in places throughout the house.

2. DiSSS=Deconstruct, Select, Sequence, Stakes

3. If/Then Planning

(i) Simple state when a certain situation occurs, then you will do a certain thing.

I. 4. Using the SUCCEsS framework

- (i) Humans remember narratives/stories

SUCCEsS = Simple Unexpected Concrete Credible Emotional Stories

5. Spacing Effects

- (i) Spaced repetition and growing intervals
- (ii) If you have 3 hours to study, it's better to break it into 3 one hour sessions than to do a 3 hour chunk.

6. Interleaving

- (i) Teaching yourself a particular skill by working with all the skills around it. (E.g. bean bag toss, batting practice, mixing practice, mixing context=studying in your room, in the library, in a cafe, etc.)

7. Purposeful & Deliberate Practice

- (i) Purposeful practice relies on sitting on specific goals and pursuing them in a measurable way.
- (ii) Purposeful practice plus a mentor that can guide you.

II. My Review of Practical Tools

1. Self-testing/Active Recall

(i) Close the book/article/reference you have been reading and test yourself on summarizing or recalling the main ideas. Write them out in your own words.

(ii) If you want to be able to recall material from scratch you want to spend as much as $2/3$ - $3/4$ of your study time recalling/testing it and only $1/4$ - $1/3$ of your study time reading it directly.

2. Space your study

(i) If you have a total of 3 hours to study some material, it is better to do three 1 hour study blocks spread out over the course of a week than it is to do 3 hours in one block in that week.

3. Interleave your study

(i) Varying the goal of your practice will help you build flexibility...

II. My Review of Practical Tools

3. Interleave your study

(i) Varying the goal of your practice will help you build flexibility and perform better in applying the skill. (Examples: bean bag toss, batting, recognizing art works.)

(ii) As with many of our other examples, there is a distracting effect here: directly after practice blocked practice will appear to look more effective, but over longer periods of learning interleaving produces better recall.

4. Cognitive Biases

(i) Our thinking processes have several biases that cause us to robustly respond in certain manners even when we know that these responses are not optimal.

(ii) The lazy system 1 and its heuristics. The hard-working and energy consuming system 2.

II. My Review of Practical Tools

4. Cognitive Biases

(i) Our thinking processes have several biases that cause us to robustly respond in certain manners even when we know that these responses are not optimal.

(ii) The lazy system 1 and its heuristics. The hard-working and energy consuming system 2.

(iii) Examples of cognitive biases: anchoring effect; availability heuristic; base rate fallacy; confirmation bias; curse of knowledge; frequency illusion; the halo effect; hot-hand fallacy; illusion of control; loss aversion; neglect of probability; planning fallacy; von Restorff effect (oddball effect); Zeigarnik effect (interrupted tasks are more easily remembered)

II. My Review of Practical Tools

5. Human Beings Remember Stories

(i) In your very first presentation for the class you tried to convince your peers that crime was or was not a problem using the same data. The most memorable presentations were probably those with the strongest narratives.

(ii) SUCCEsS=Simple Unexpected Concrete Credible Emotional Stories

(iii) This doesn't just apply to presentations to other people. If you can organize material that you are studying into a narrative that is compelling to you, then you will probably remember it better.

III. How do habits work?

The habit loop:

Cue —> Action/behavior —> Reward

e.g. Fabreeze habit loop: Cleaning—> Spray—>Smell the clean

e.g. Repetition as leading to habit. Cue=previous measure of song—>
play the next measure wrong—> satisfaction of practice

Lovely example of a hard to identify cue from the question period:
the guy with a staying up late habit. It took him awhile to recognize
that the cue was not wanting to brush his teeth when he was tired. To
fix this he just brushed his teeth before he was tired.

Cues can be hard to identify, but once identified seem obvious.

Another good resource on habits: James Clear “Atomic Habits”