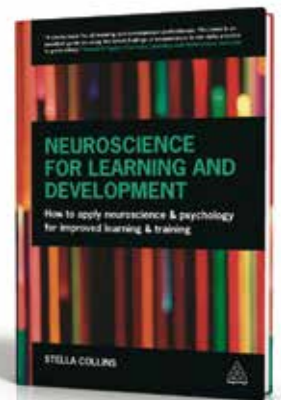


HOW NEUROSCIENCE CAN CONTRIBUTE TO THE TRANSFER OF LEARNING IN TIMES OF CHANGE

“When you understand some of the neuroscience and psychology that’s going on in people’s heads, it becomes much easier to deliver messages that people understand, remember and can act on and you can earn a seat at the directors table.”

As the Creative Director of Stellar learning and founder of the Brain Friendly Group, Stella Collins uses brain science to support learning professionals to find practical applications in work based learning. In her successful book 'Neuroscience for learning and development' she discusses the challenges L&D professionals face and how they can use neuroscience and psychology to deal with them.

During the summerclass on August 21, you will work with Stella to explore what neuroscience can bring to us as L&D professionals. Here is a sneak peek at the topics she will share.



Where does your passion for neuroscience in L&D come from?

I love learning it should be engaging, interesting and enjoyable for everyone. That is why it is such a shame when people don't like learning and often that's because of poor past experiences. With so much global change, the growth of organizations is now, more than ever, dependent on the way people learn and learning professionals need to know how to engage and deliver results, whatever the subject matter.



I believe 'There is no such thing as a boring topic? There is only boring training'.

How can neuroscience contribute to that?

To have a seat at the directors table, we need to be more professional and more credible. When we use evidence based learning and teach people using what we know works, we stop wasting time with activities that might or might not work. By incorporating evidence from neuroscience to practical solutions we can be more confident we will get the results people and organisations need.

What is the role of L&D professionals in the application of neuroscience to workplace learning?

Knowing where the hippocampus is, will not make you learn any better. However if you understand how memory works, then that can help you to design and deliver more memorable learning. But it's not sufficient that only we as learning professionals understand this. We need to teach our learners about the way their brains work too. When they know how to learn more effectively, they will make the most of whatever is presented to them. Our role as L&D professionals is to create an environment that makes learning as easy as it can be and to help the learners understand how to learn.

THE 4TH INDUSTRIAL REVOLUTION AND THE BRAIN

A lot of organizations are being confronted with many internal and external changes. What do you think the impact is of all these changes on our brain and on the way we learn?

It will have an impact. Evolutionary speaking our brain dislikes change. Constant change can induce stress; for example increasing cortisol lev-

els which can disturb vital sleep which has a big impact on the way we process and consolidate new information. We need to understand how our brains deal with change and prepare for it.

Whilst the brain likes stability, it is also interested in novelty. We pay attention to new things that are important to us. Therefore, I am convinced we should find a balance between giving our learners stability and time to learn and challenge them with novelty that has a clear 'what's in it for me' message'.

So many people get sent on training courses without a clear why. When they have sufficient time to think about why the training is valuable to them, and to the organization, then it helps them open their minds to learning. Organizations may have a requirement for everybody to learn, but employees may have different drivers. Our role is to translate the organizations goals to goals that answer the 'why' of the employees within the organization. People will not change when we don't tap into their motivation; humans are really good at learning and we can help them find their personal 'why'.

“Our brain needs a clear ‘why’ to make it easier to deal with change.”

If you had one piece of advice for learning professionals who want to apply neuroscience to workplace learning, what would it be?

As learning professionals, we need to understand how science works and how to judge what information is credible and what is not. We wrote a blog a while ago with 6 useful questions to ask when researching the validity of neuroscience: bit.ly/2Lo9lyu. Balance your enthusiasm for an idea with a sound assessment of its merits.

Thank you! ■



As brother and sister, **Tom and Katelijn Nijsmans**, not only share their genes but also a passion for learning. They combined Tom's experience in L&D and Katelijn's knowledge as a neuropsychologist to found a training and consultancy firm, The Tipping Point.



TOP 10 FORMATIONS ENTREPRISES

Les coordonnées des entreprises formatrices peuvent notamment être retrouvées dans notre rubrique formations sur mesuré et-ou dans les annonces de ce journal.

- 1 LANGUES** Leria-Nti Languages
- 2 ASSERTIVITE** SD Worx Learning / Kluwer Formations
- 3 FORMATEUR**
- 4 EXCEL** Kluwer Formations
- 5 PROJET** Kluwer Formations
- 6 TRANSPORT** SD Worx Learning
- 7 STRATEGIE** Ateliers de Compétence / Kluwer Formations / SD Worx Learning
- 8 COMPTABILITE** Ateliers de Compétence / Kluwer Formations / SD Worx Learning
- 9 COACH** Kluwer Formations / Training & Coaching Square
- 10 QUALITE** Kluwer Formations