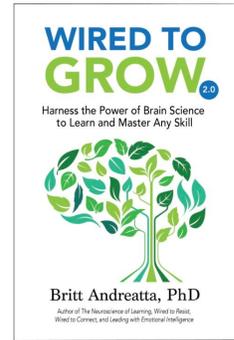




# Take a Learning Journey for Wired to Grow

This accompanies the book *Wired to Grow: Harness the Power of Brain Science to Learn and Master Any Skill* by Britt Andreatta, PhD.



## PHASE I. LEARN

Pick something that you'd really like to learn. It could be something you are currently learning, or something you want to learn in the near future. It could be a new professional skill, like public speaking or mastering unfamiliar software. Or it could be something personal like playing an instrument, speaking a new language, or dancing the tango. The only requirement: it should be truly meaningful to you. Write it here.

What would you like to learn in the coming months? By engaging in this learning, what are you hoping to gain or shift in yourself, work, or life overall?

Consider the six new developments described in this section. Which relates best to your learning goal and how might you leverage them?

Which of the eight intelligences are your strengths? How might you more intentionally use your intelligences for your learning goal?

How might you use the new understanding of creativity to boost your own opportunities for insight?

What is an enduring belief about yourself that perhaps holds you back a little? Given the power of neuroplasticity and neurogenesis, how might you develop new neural pathways to shift your current belief into a new state?

How might you try using VR/AR/XR technology to support you with the thing you want to learn? Do a little research to see what options exist.

## PHASE II. REMEMBER

Take a few minutes now to consider how you can harness the power of the five types of connections. Look at the thing you want to learn and consider how you might play with each of them.

Consider your own natural pattern each day and identify your peak (when it's easiest to focus), your trough (when it's difficult to concentrate), and your rebound. What is the best window to work on your learning goal?

When you've recalled memories lately, what sensation tugged on a memory "string" and brought it up? How might you intentionally use the five senses so that your memory optimally supports your learning goal?

Review the diagram in chapter 8 on the nine types of memory: sensory, working, semantic, episodic, procedural, priming, habituation/ sensitization, emotional, and somatic. Identify an example of each from your own life. Which types of memory will you be creating with your learning goal?

How can you use three retrievals spaced with sleep with your learning goal?

Learning is “stickier” when we attach them to things we already know (schemas). How can you attach your learning goal to schemas you already have?

Identify which of the six types of connections you can intentionally leverage for your learning goal:

- Metacognition/Elaboration
- Wordplay
- Insight
- Social Engagement
- Mental Maps
- Music

### PHASE III. DO

Habit design also applies to the thing you want to learn. Be intentional about building the right habit from the start and giving yourself the rewards that will keep you motivated when it’s challenging. Consider these questions:

How could you design a learning experience that’s the right challenge-to-skills balance, so you can find your state of flow?

Routine: Identify, specifically, the behaviors you need to do to be successful at that activity. How might you break it into small, doable steps, so that you can build the neural pathway correctly?

Reward: What are some possible and meaningful rewards you could give yourself each time you complete the routine?

Repetitions: How will you build up to 40 to 50 repetitions? Try creating a timeline to ensure you fully develop the habit.

How good do you want to get at this thing you want to learn? Will naive or mindless practice be sufficient or will you need to engage in deliberate practice by setting challenge goals, getting coaching, and responding to feedback?

LEARN: WHERE IT ALL STARTS

Take a moment now to apply the concepts from this section to the thing you want to learn. Use these questions to help you identify possible strategies to support your leaning goal.

When you think about your learning goal, which of the adult learning theories would be useful? Consider which levels of Bloom’s taxonomy are relevant, what would be the right order to move through Kolb’s learning cycle, and how to leverage your natural intelligences.

Which phase of Hudson’s cycle of renewal are you currently in or moving through? How could you be intentional about maximizing your journey?

How can you set up your learning goal so you can focus? What distractions typically get in your way and how can you neutralize them?

How can you break your learning into short segments of 20 minutes or less with a short activity or break? How many of these could you string together before you would need a substantial break?

Which of the stars of learning lend themselves to your learning goal? Identify three that you could use.

As a final step, look over your notes from the previous sections and create your cohesive learning plan. What are your key action items in the coming days, weeks, and months?

## LEARNING DESIGN

If you are involved in helping others learn (perhaps as a manager, educator, parent or health care professional), consider how you can use the following learning strategies to help others learn more effectively.

Apply the three I's: Information, Instruction, Inspiration. What could you offer in each category? Are all three needed?

Outline how you would balance communication, demonstration, and experimentation. What content and activities can you use?

What issue or problem is this learning attempting to solve? What needs do your learners have?

Try using the consulting questions in chapter 37. What new insights did you gain?

Identify the starting and ending point for this program. What's the story arc?

What are some ways you can create safety for your group? Are there any special dynamics or individuals you should account for?

What is your biggest worry or potential challenge for this learning program? Create a plan, so you are prepared should it happen.

How can you measure the impact of this learning program? If you can, identify options for each of the five levels of evaluation.

## STRATEGIES

Think about how you can enhance or develop a growth culture of learning. Use these questions to help you identify possible strategies to support your goals.

Using the questions in chapter 44 to assess your organization, what can you learn about your current culture of learning?

What are your organization's current issues or problems? Identify the metrics that matter so you can use them to measure your priorities and progress over the coming months.

Where does your organization fall in the Greiner Curve? According to the model, what pain points can you predict are coming? How can you best prepare for them?

Take time to map your current learning offerings. From your analysis, what are your top action items in the coming months?

What content curation and knowledge sharing currently exist in your organization? What are some short- and long-term improvements you can make?

Are there any obstacles to creating a growth culture of learning? Identify possible solutions. How can you mobilize others in your organization to cocreate the culture you desire?

## CONCLUSION

As we conclude, look over your notes from applying the concepts in this book to the thing you want to learn. You should now have a robust learning plan for yourself that will harness brain science to master this skill. It may take a little time, but with retrievals and repetitions, you can learn and improve. Take a moment to finalize your notes and create an action plan that will unfold over the next few weeks and months.

What are your three biggest takeaways from this book?

What are some actions you can take in the next 30, 60, and 90 days that will help you thrive as a lifelong learner?

If you are in a leadership role, what are some actions you can take in the next 30, 60, and 90 days that will up level your team or organization?

Final thoughts and notes:

Thank you for taking this learning journey with me!

*Britt Andreatta*

For additional resources and training materials  
visit [www.BrittAndreatta.com/Wired-to-Grow](http://www.BrittAndreatta.com/Wired-to-Grow).