

PRESENTING FOR IMPACT

RESOURCES

The following list is a mix of books and online articles and other resources that can help you learn more about specific aspects of learning science and designing effective learning for adults. We had them all in mind as we designed the course “Presenting for Impact: Leveraging the Science of Adult Learning to Deliver Better Presentations” and drew on several directly, as noted below.

***Make It Stick: The Science of Successful Learning* by Peter C. Brown, Henry Roediger III, and Mark A. McDaniel**

The result of the collaboration of two psychologists (Roediger and McDaniel) and a storyteller (Brown), this book is an easy-to-read overview of scientifically verified attributes of successful learning and covers the concepts of spaced practice, effortful retrieval, interleaving, and more.

***Telling Ain't Training* by Harold D. Stolovitch and Erica J. Keeps**

This eminently practical guide can help individuals who instruct or present do so as effectively as possible. We wish to acknowledge Stolovitch and Keeps as our inspiration for the opening string-of-letters activity in the course.

***e-Learning and the Science of Instruction: Proven Guidelines for Consumers and Designers of Multimedia Learning* by Ruth Colvin Clark and Richard E. Mayer**

The authors distill decades of academic research and studies into practical approaches. While the book focuses on e-learning, many of the evidence-based practices covered apply to instructor-led learning as well. We wish to acknowledge Mayer and Clark as the source for the multimedia principles we cover in the course—those are covered in more depth, along with others, in this book.

“The Decisive Dozen: Research Background Abridged” by Will Thalheimer

<https://www.worklearning.com/wp-content/uploads/2013/06/Decisive-Dozen-Research-v1.2.pdf> 

Drawing on 15 years of research, Thalheimer’s “Decisive Dozen” is a short list of key factors to focus on for improved learning. Factors include variation, guiding attention, feedback, repetition, and spacing. A one-page synopsis of the 12 factors  he identified is also available.

“Rethinking Instructional Objectives” by Will Thalheimer

<https://www.worklearning.com/2013/05/13/rethinking-instructional-objectives> 

This short article looks at the role of objectives, whom they can serve (learners and developers), and the variety of roles they can play (e.g., focusing attention or motivating learners).

“Video on Learning Objectives” by Will Thalheimer

<https://www.worklearning.com/2015/01/29/video-on-lobjs> 

In the video and companion post, Thalheimer looks at how focusing objectives trigger the attentional resources of learners and help guide behavior to achieve targeted learning outcomes.

“How to Design to Help Working Memory, Part 1” by Patti Shank

<https://elearningindustry.com/design-help-working-memory> 

This article looks at one of the largest constraints we face when developing learning: the nature of human memory. Shank lays out the fundamentals of how memory works and offers practical design takeaways that you can use when developing a presentation.

“Memory and Learning, Part 2” by Patti Shank

<https://elearningindustry.com/memory-and-learning-part-2> 

This article continues Shank’s look at the practical implications of human memory on how we should design effective learning.

***Manage Memory for Deeper Learning: 21 Evidence-Based and Easy-to-Apply Tactics That Support Memory While Learning and Beyond* by Patti Shank**

This book offers more depth and breadth on how to design learning to accommodate memory than Shank’s two articles on memory’s role in learning.

“Mastering Deeper Learning, Part 1: Practice” by Patti Shank

<https://elearningindustry.com/deeper-learning-part-1-practice> 

Practice is where individuals apply what they are learning. In this article, Shank looks at what the research says about the right types of practice.

“Mastering Deeper Learning, Part 2: Feedback” by Patti Shank

<https://elearningindustry.com/mastering-deeper-learning-part-2-feedback> 

Feedback is an important part of making practice as effective as possible. Shank discusses what makes feedback effective in this article.

“Why Deeper Learning Requires Practice and Feedback” by Patti Shank

<https://elearningindustry.com/deeper-learning-why-practice-feedback> 

In this article, Shank makes clear the fundamental connection between practice and feedback.

***Practice and Feedback for Deeper Learning: 26 Evidence-Based and Easy-to-Apply Tactics That Promote Deeper Learning and Application* by Patti Shank**

This book provides more detail and examples than Shank’s articles on practice and feedback.

The following is a short list of people committed to promoting evidence-based learning practices and ideas. Some are authors of the resources listed above. All provide free resources. If you’re interested in learning more about effective learning, check them out and follow their work.

- **Ruth Colvin Clark** <http://www.clarktraining.com> 
- **The Learning Scientists** <https://www.learningscientists.org> 
- **Connie Malamed** <https://theelearningcoach.com> 
- **Patti Shank** <https://www.pattishank.com> 
- **Will Thalheimer** <https://www.worklearning.com> 
- **Leading Learning** <https://www.leadinglearning.com> 