

2021_S02_PGE_M2_MGT_0015_E_D_MC

Learning to Learn
How can brain plasticity be used
to develop learning abilities?

2020-2021

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CLASS TIMES	See virtual campus

ASSESSMENT	DATE	COEFFICIENT
Individual assessment: 6 Mcqs	See Learn	60%
Collective assessment: 1 activity report	See learn	40%

Kedge Business School and its professors, encourage you to use your Pro-Acts, company projects and internships as privileged opportunities to apply the reflexions, theories, concepts and tools presented during this course

INTRODUCTION AND OBJECTIVES

Course Purpose & Objectives

When learning to learn, there are important things to know and there are things to do! And so that you'll understand how important this is, I'm going to discuss with you some important elements of our daily lives as learners. First let me give you the bad news. But then we'll see that neuroscience opens unexpected doors that allow us to truly train our learning ability.

You already know the first bit of bad news, you've had a hunch about it: the educational system is no longer suitable.

Our schools and educational institutions were organised almost two centuries ago. They were set up to meet the needs of industry, the low education level of the population and the economic constraints of the time. With them, value, organisational and assessment systems developed, that have spread to all spheres of society and that still influence us today.

As a result, even though everyone agrees that it's necessary to learn and work differently, it's not so easy. A society can't change its learning system if, at the same time, it doesn't change its system of beliefs and values regarding work, hierarchy, legitimacy of knowledge and power. If employers continue to look for high-performing employees, if education systems continue to be based on codified and standardised assessments... well, there's a long way to go. Change must therefore come from all sides: schools, institutions, companies and all of us too, teachers and students!

You're also familiar with the second bit of bad news, and some of you have already suffered from it: the school system primarily values verbal and logical-mathematical intelligence. You wanted to join Kedge to do HRM, work in sustainable development, set up your own business, work in marketing or finance. Do you remember on what basis you were all assessed? : on your logical-mathematical intelligence. It's a pity because there are many rich and varied types of intelligence. Focusing on these two types of intelligence tends to standardize our learning abilities and to exclude candidates whose differing intelligence styles would have been quite useful to us...

The third bit of bad news is less intuitive: learning styles don't exist.

Much is often said about "learning styles", but these are theoretical concepts that don't correspond to reality. That's bad news, because it means students can't be put into distinct categories. We could have said: these students have an "auditory-explorer" learning style, those ones are "visual-applicative", and the others over there are "kinaesthetic-relational". And in the classroom and in the organisation of programmes, we could have said, "that solves the pedagogy question, we've got the answer: a questionnaire should be filled out at the start of the year in order to find out each person's learning style and to create appropriate curricula". Well so sorry, it doesn't work like that. Not only is there no learning style, but specialising students according to their preferences or style would ultimately be harmful to their abilities.

The fourth bit of bad news is an obvious fact that often goes unnoticed.

Learning well is inherent to the pleasure of learning and self-development!

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Without pleasure, there's no progress... or not much.

Without curiosity, there's no exploration... or little enough.

Without commitment, there's no result... or again, not much.

All of that pleasure, curiosity and commitment comes from us. It's not up to a system or a pedagogy to "make" or "create" our motivation. It's up to us to take charge of our lives and our development....

So, how do we do it and how do we progress?

Neuroscience research is now providing us with a better understanding of how our brains work. It's showing us how our thoughts and habits (good or bad) are created. This research is suggesting courses of action to develop our learning and development abilities.

This course is intended to introduce you to the main advances in neuroscience as they relate to learning, AND to help you implement concrete strategies for self-improvement. Throughout the course, you'll challenge your ideas and beliefs about learning and about yourself. In short, you'll change your ideas and habits with regard to learning.

Courses contribution to program objectives

LEARNING GOALS L8 "Pursuing personal development and demonstrating a commitment to lifelong learning"

Courses description

Neuroscience, memory, attention, beliefs, emotions, feedback, mind-map, memory techniques, meditation, personal development, performance

COURSE MATERIAL

All material is available on learn: <https://learn.kedgebs.com>

Videos introducing chapters and parts of the course (6)

Videos illustrating all the concepts of the course (about 50)

Interviews to present the pedagogical approach and the teacher

Explanatory texts and practical exercises

Announcements: about twenty announcements animating the course and transmitting information and complementary content.

Complementary resources: videos and complementary articles, not compulsory, for students wishing to deepen their reflection on the course.

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CONTENU DU COURS

THEMES	CONCEPTS	SUPPORTS
To improve one's learning abilities, there are some things to know	Attention Brain Plasticity Emotions Beliefs	Introductory and explanatory videos of the stakes of each concept. Videos illustrating and deepening concepts. Explanatory texts and practical exercises
To improve one's learning abilities, there are some things to do	Appropriating knowledge Practicing in order to consolidate Taking breaks Memory training Meditating Avoir une bonne hygiène de vie	Introductory and explanatory videos of the stakes of each concept. Videos illustrating and deepening concepts. Explanatory texts and practical exercises

TEACHING APPROACH/ INSTRUCTIONAL METHODS

A Word of Advice

This course is based on experimentation with theoretical elements. To get the most out of it, it's essential for everyone to be fully involved. The supplied tools are powerful and fun, but you'll need to be independent so as to implement them in your courses and in your learning and review strategies.

Your assessment is carried out through continuous oversight, on an average of 6 individual MCQs and an activity report to be prepared in groups of three.

Individual Assignments

6 Individual MCQs

The MCQs are made up of 25 randomly selected questions.

You have 3 minutes to answer these 25 questions.

The countdown starts as soon as you begin the MCQ, with the MCQ stopping automatically after 3 minutes.

You can do the MCQ twice!

To get good results, you need to spend time learning the course content.

If your result isn't good and you would like to repeat the MCQ after reviewing the content so as to be better prepared, you can do that! You can try the MCQ a second time. New questions will be randomly selected.

The best score will be retained ;)

The questions cover your knowledge of the course's various chapters: the first MCQ is on the chapter "The brain", the second on the chapter "Attention", the third on the chapter "Emotions", the fourth on the chapter "Beliefs" and the fifth and sixth on the chapter "Things to do".

Group work

Activity report to be prepared in groups of three

The activity report summarizes the activities / methods / techniques that you've implemented throughout the course

The activity report includes parts with individual work (starting from day 1) and parts consisting of group work.

All of the exercises are based on methods presented in the course's two chapters, and mainly in the "There are things to do" chapter.

The instruction of this report can change during the semester, so be careful to read the instruction on Learn.

Question 1 – Improving your attention span

Objective:

Establish, from the start of the course and throughout its duration, a work and review method that's as efficient as possible.

Organisation:

1-Individual work: Throughout the course, organise your periods for reviewing and for learning new concepts. Work for 20 minutes while remaining very focused on what you're doing, and without accepting any disturbance of any kind. After that, take a break for 5 minutes, and let your mind wander freely (cf. "taking breaks" section). Work in periods of 2 hours, with 4 breaks.

2-Group work: collectively discuss your experiences, your awareness and your progress. Write down what you got from each person's experiences, and the improvements that they suggest (max 1 page)

Question 2- Familiarizing yourself with the Mind Map

Objective:To introduce you to the Mind mapping method, that you will then use to take notes and learn the course content.

Organisation:

1- Prepare a Mind Map together, while including the notions learned in all of the course's chapters

2- Discuss and share what you're learning from this exercise. Collectively describe the results of your exchanges, what you've learned about your learning method, and how others learn. (max 1 page)

Question 3- Memory training

Objective:To familiarize yourself with memorization techniques.

Organisation:**1- Individual work**

a-Individually, use the method of Loci to memorize the main concepts of one of the sections in the chapter "There are things to do". Work with at least 10 key concepts.

b-Individually, write down what you've done, give examples of mental images, and explain your awareness and successes. (max 1 page)

2- Collective work

Collectively make up a story in order to stage the main concepts of one of the sections of the chapter "There are things to know" (Plasticity, Attention, Emotion or Beliefs). (max 1 page)

Question 4: Learning by teaching others

Objectives:To introduce you to the Feynman method, which means putting you in a teacher's shoes so that you can teach others.

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To improve your ability to give and receive feedback

Organisation:**1- Do a teaching experiment:**

Taking it in turns, each of you chooses part of the course that you'll teach to the other two. Since there are 3 of you, you'll go through this exercise 3 times: once as the teacher, and twice as a student.

a- Teacher role

Choose what you want to teach based on what you find most motivating. It can be the whole plasticity chapter, or a topic like memory, for example.

- Adapt your strategy to your teaching context (face to face, at a distance...). You can naturally use all of the course tools to help you prepare your teaching assignment, but don't hesitate to come up with your own ideas, and let yourself be creative!
- Allow for teaching time of at least half an hour.
- Have exercises carried out, and remember to assess what your students have retained as well ;)).

At the end of the lesson, the teacher asks for feedback by putting the following questions to both students:

- Were the materials of good quality?
- Did I suggest suitable exercises?
- Did you feel that I was prepared and invested?
- Did you feel that I enjoyed communicating?
- Did you feel I was open to your questions?
- Did you understand well?
- What would be your advice on how to improve myself?

b- Student role

- At the end of the teaching session, both students ask for feedback from the teacher. Ask the following questions:
- Have we been listening?
- Did you feel our desire to find out what you were offering?
- Did you feel respected?
- What would be your advice on how we could improve?

2- Write a collective report on these educational experiences, while including:

- a- The 3 course materials that you created.
- b- Concrete actions to help you benefit from this method in the future.

Assessment matrix:

Criteria	Very insufficient	Below expectations	Average	Adequate	Good	Very good
Assessment criteria Question 1 Improving one's Attention: Individual						

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<p>commitment and tenacity, collective account accurately described, highlighting real awareness. Coefficient 20.00%</p>						
<p>Assessment criteria Question 2 Familiarizing yourself with the Mind Map: The Mind Map is detailed and accurate. It covers all of the course's notions. It includes images, and is well-illustrated. The collective report is accurate, and it demonstrates good integration of the method's contributions. Coefficient 30.00%</p>						
<p>Assessment criteria Question 3 Memory training: use of the method of Loci by each student, then the collective storytelling method. Descriptive collective report indicating a good understanding of the techniques and their use. Coefficient 20.00%</p>						
<p>Assessment criteria Question 4 Learning by teaching others: Commitment, Quality of the 3 course materials, Report demonstrating integration of Feedback techniques and the contributions of teacher learning. Coefficient 30.00%</p>						

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Biography Pascale AUGER

Hello everyone!

For 15 years, I've been working on issues related to learning, complexity, creativity, uncertainty and management. I've published articles on the subject, held a Ted talk, written a book, taken considerable additional training courses... and I'm still at it!

*Why ?
It's hard to say!*

But it's possible to imagine that complex situations are incredible opportunities for creativity and originality. Do complex situations require a different way of acting and thinking? They call our beliefs and paradigms into question. They help us evolve and grow. And that's exactly what I like ;)

For all these reasons, I got out of managerial roles, that I had held for almost 10 years before returning to school, where I obtained a doctorate and became a professor. I still think the same way. How to make people understand that complex situations are real challenges for management, i.e. creativity and collaboration challenges, rather than challenges of increased control and regulation. How can uncertainty be used to enhance creativity and collaboration? If we look at the world around us, it seems that there's a role to be played!

The Learning course contributes to the continuation of these reflections. To understand and think differently, we also need to know how our brain works. Teaching and learning methods are being extensively called into question these days. Some opportunities are promising, but not without danger. Our attention span seems to be dropping and our lifestyle habits are reducing our ability to learn. Paradoxically, the current context requires us to have strong learning ability, while also reducing it at the same time.

All of these reasons have prompted me to carry out my research and teaching in these areas.

If you would like to know more about my professional, academic or personal background, you can find my CV on Learn and on the Kedgebs platform.

*All the best
Pascale AUGER*

ACADEMIC FRAUD

Definition

Academic fraud is a breach of ethics.

“Is achieved using unfair means or deception, to obtain material or undue moral advantage, or with the intent to avoid the enforcement of laws”. (Translated from the original source: Dictionnaire Juridique des Lois, 2010, available at: www.dictionnaire-juridique.com/definition/fraude/php)

Plagiarism consists of attributing authorship by (partial or total) copying, imitation or misappropriation.

The act of fraud is committed by one or more students/participants when they:

- appropriate written or oral work to themselves when they are not the author (in whole or in part) of the work, by omitting any references or quotations to the author or to the owner of the work;
- present any data that has been falsified or invented in any way;
- use the identity of the author, attributing the contents of and/or a resource to him/her, but without explicitly mentioning that they are not the author;
- appropriate the creative work of someone else and present it as their own;
- acquire excerpts of texts, images, results etc. from external sources by including them in their own work without mentioning the origins of the excerpts;
- summarise the original idea of an author by expressing it in their own words but omit quoting the source;
- cheat in an academic evaluation.

Plagiarism can occur in:

- an academic article or book;
- an exercise or a case study;
- a study or a report;
- a dissertation or a thesis;
- any document of which the student/participant is not, but purports to be the author.

Sanctions

Any student/participant having committed academic fraud, or having participated in it, will be sanctioned by the professor in charge of the course. The professor can apply 1st and 2nd level sanctions (detailed below). The professor will send a copy of the sanction to the student's/participant's programme. The student/participant will be informed/and or convoked by the programme director (or his/her representative) to a hearing prior to the possible convening of the Kedge Business School Disciplinary Council. In the case of a hearing of the Disciplinary Council, they can decide to apply 3rd and 4th level of sanctions.

Any student/participant guilty of academic fraud will receive one of the following sanctions:

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- Applied by the professor in charge of the course, Kedge Business School faculty member (1st and 2nd level):
 - A grade of zero for the work concerned and a formal warning;
 - A grade of zero for the course or module concerned and a formal warning.
- Applied by Kedge Business School's Disciplinary Council (3rd and 4th level):
 - Suspension from the programme for one or two semesters;
 - Exclusion from the programme.

N.B.: Plagiarism within a partner institution can result in these sanctions being applied by Kedge Business School, notwithstanding partner's decision.