

# **Practice and Feedback for Deeper Learning**

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26 evidence-based and easy-to-apply tactics  
that promote deeper learning and application

**Patti Shank, PhD**

Make It Learnable Series

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## Praise for *Practice and Feedback for Deeper Learning*

Patti's book is absolutely brilliant. It covers most (if not all!) fundamentals for effective learning design. It also reminded me that our profession is tough! There are many nuances and subtleties that are extremely important. Patti explains these complicated topics in an understandable and applicable way.

***Mirjam Neelen, MSc., Learning Experience Design Lead, Accenture***

Patti Shank's *Practice and Feedback for Deeper Learning* should be on the bookshelf, physical or virtual, of everyone who creates instruction for improving the performance capability of their target audiences. If you are concerned with transfer back to the job you will benefit greatly from following her five strategies and 25 tactics. This is now the second book I would have every L&D staffer read after Mager and Pipe's *Analyzing Performance Problems*.

***Guy W. Wallace, President, The Enterprise Process Performance Improvement Consultancy***

The training industry is full of myths and misconceptions. Even experienced professionals with the best of intentions can spread these myths and misconceptions to their fellow professionals. Organizations depend on good training to enable employees, at all levels, to succeed and deliver real business value. But myths, misconceptions, and just plain misinformation can fail your learners, your organization, and yourself. How do you overcome this? Read Patti's book. Read it cover to cover. Revisit it often. It is an inoculation against the worst training abuses, and a prescriptive remedy for driving your training efforts toward a healthy situation. But don't just read one book. She is writing a series. Read them all. If you are not a trainer, demand, ask, beg, borrow, or bribe your training professionals in your organization to read and apply what she shares. She has done the work of collecting the best and brightest, and her books are now in that pantheon of best and brightest on their own.

***Bill Sawyer, Director, Global Learning Services, Seal Software***

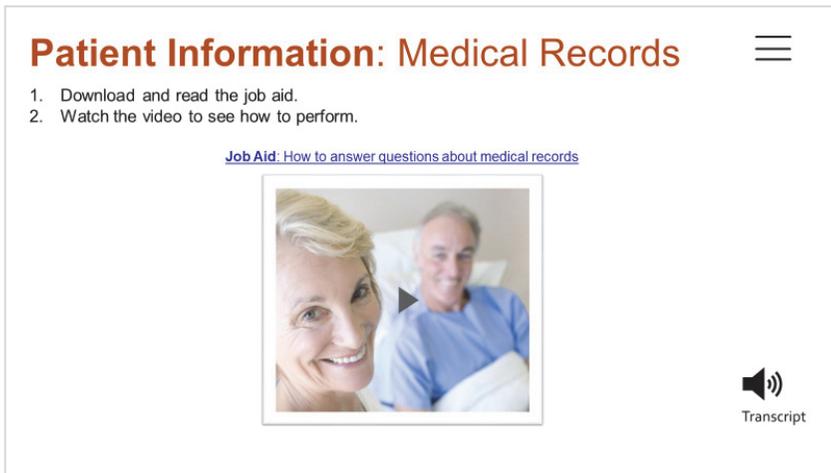
Most of us don't have time to read dozens of research articles to learn the best strategies. Fortunately, Patti Shank has done the hard work for us, sifting through the research and summarizing the key strategies and tactics in a way that's easy to understand and apply. *Practice and Feedback for Deeper Learning* tackles two critical aspects of learning: Practicing skills and providing feedback to improve learning. This book explains tactics you can use immediately to create memorable, relevant practice activities and to provide feedback that helps learners get more out of those practice activities.

**Christy Tucker, CIDD, Syniad Learning**

## Tactic 12: Show the Right *and* Wrong Ways

Training commonly shows the right way to perform or behave. For example, Figure 6.11 shows a screen that describes and shows the right way to explain how to access a patient’s medical records—including telling patients or family members what they should do.

**Figure 6.11** The right way to explain accessing medical records



**Patient Information: Medical Records**

1. Download and read the job aid.
2. Watch the video to see how to perform.

[Job Aid: How to answer questions about medical records](#)

Transcript

Behavior modeling is a highly-regarded and well-researched strategy for behavior-based training interventions. That’s why so many use this kind of training for customer service, supervisory, communication, and related skills. Behavior-modeling training has four steps. The video in Figure 6.11 models the first two steps of this process.

1. Describe the behavior
2. Model the behavior
3. Practice the behavior
4. Supply feedback

An often-cited 2005 meta-analysis of the effects of behavior-modeling training found that training transfer was greatest when

participants see not just the positive model but *both* positive and negative models. The training was updated (Figure 6.12) to include and analyze a positive model and a negative model.

Figure 6.12 Correct and incorrect way to explain accessing medical records

**Patient Information: Medical Records**

1. Download, read the job aid.
2. Watch the two videos.
3. Decide if each video shows the correct behavior(s).

[Job Aid: How to answer questions about medical records](#)

The screenshot shows two video thumbnails. The left one shows a woman and a man in a hospital setting. The right one shows a close-up of a woman smiling. A speaker icon and the word 'Transcript' are visible on the right side.

To make sure participants understand the right way to perform the skills, Figure 6.13 shows three practice cases. Each case asks how well the process was explained and what, if anything, was left out. The three cases also include variability: your child’s records, your own records, and another medical provider’s records.

Figure 6.13 Practice activity

**Patient Information: Medical Records**

**Confidentiality:** Click on each of the three cases below and answer the questions.

1. [Thumbnail: A woman looking at a patient's chart]
2. [Thumbnail: A woman smiling at a computer screen]
3. [Thumbnail: A doctor talking to a patient]

The screenshot shows three video thumbnails labeled 1, 2, and 3. A speaker icon and the word 'Transcript' are visible on the right side.