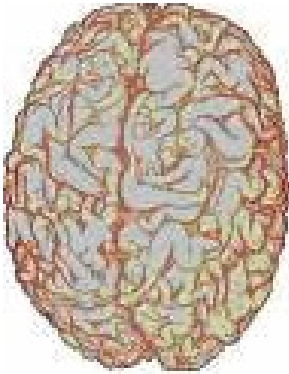


How do you create curiosity?

TRAINERS

It has been said that 90% of what we know about the brain has been learned in the last 5 years.

There are theories that discuss 'split brain' research and whether our brains are indeed split between the left logical processing brain and the right visual, intuitive brain. Now is not the time to discuss fully but if you are interested there are many websites that will help you make up your own mind if you just search.



What we do know is that different functioning continues throughout the whole of the brain with more structured, 'piece' information being processed on the left and more visual, 'whole' information on the right. This point for us as trainers is how much do we:

- Let our own preferences drive our design and delivery
- Design training that 'naturally' favours one hemisphere over the other

In our travels with organisations, we have noticed that when there are time constraints over design then the overriding solution is to provide a presentation/ PowerPoint/ trainer up the front model of delivery. Now whilst this is indeed the preference for some – it is the minority and we need to seek out ways to stimulate all preferences and build a natural curiosity in our learners.

Why is this important?

Because in this day and age of such technological advancement – the more routine tasks can be completed by a computer, so it is knowledge and the application of thinking skills that defines both the organisation against its competition and the individual in the market place – it is our responsibility as trainers to encourage analysis, challenge and problem solving for all learners – not just those with a logical preference.

Multiple intelligences

Howard Gardner's work on multiple intelligences has had a deep impact on teaching practices. Our observations are that where learning is designed with the intelligences in mind, not only do learners enjoy themselves more but the learning is profoundly deeper, more meaningful and easier to apply. In essence, the business impacts are greater.

Gardner viewed intelligence as 'the capacity to solve problems or to fashion products that are valued in one or more cultural setting' (Gardner & Hatch, 1989). Gardner initially formulated seven intelligences in 1983. An additional 3 intelligences have been identified since then. This list below describes eight that can make the most immediate impact in training.

It is only by encouraging learners to learn rather than teaching them that we can encourage a natural curiosity in people so they will challenge and improve their working environment and their approach to customers - whether internal or external.

Quote

You can teach a student a lesson for a day but if you can teach him to learn by creating curiosity he will continue the learning process as long as he lives.

(Clay P. Bedford)

Action

Think about a workshop you are about to deliver and ask yourself the following questions:

- How much have you included diverse intelligences?
- What quick steps can you take to adapt the workshop so that you are appealing to more people more of the time?
- How will you identify the difference that this makes to:
 - Individuals on the workshop
 - The business

Tips

Use the following as a checklist to incorporate as many of the intelligences as possible.

Mathematical/logical

Make a timeline or sequence the events related to the topic
Write questions about the topic

Linguistic

Write a creative story
Make up mnemonics

Visual

Create a collage/ montage
Create a mind map

Interpersonal

Teach someone else about the topic
Work with a partner/ peer coaching

Musical

Make and present sound effects related to the topic
Write and perform a poem or rap about the topic

Kinesthetic

Build a model or prop to represent the topic
Be the steps in a process

Naturalistic

Make a list of observations to represent the topic
Devise a classification system of related things

Intrapersonal

Draw, sing or write about your feelings about a topic
Ensure people have time to individually reflect on the topic

Quote

“I want my children to understand the world, but not just because the world is fascinating and the human mind is curious. I want them to understand it so that they will be positioned to make it a better place. We need to understand (knowledge) if we are to avoid past mistakes and move in productive directions. An important part of that understanding is knowing who we are and what we can do...”

(Howard Gardner 1999)