

Y l u g l d q  
Q \ F

# APPLYING BRAIN RULES TO PUT THE BOW ON YOUR PRESENTATIONS

2019 CARE Meeting



A background image of red stage curtains, slightly blurred, with a spotlight effect illuminating the center. The text is overlaid on this background.

# SETTING THE STAGE

# Do you know the answers to these questions?

3

1. The most significant difference between the adult learner and the younger learner is:

- Younger learners are smarter; older students can't think quickly
- Adult learners enjoy lectures
- Adult students are less self-directed
- Adult learners come with experiences; younger learners are a clean slate

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# Do you know the answers to these questions?

1. The most significant difference between the adult learner and the younger learner is:

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- Adult learners come with experiences; younger learners are a clean slate**

Y l u g l d q  
Q \ F

## Do you know the answers to these questions?

5

2. The adult learner is more \_\_\_\_\_ than the younger learner

Self-directed

Instructor-directed

Peer-directed

Teacher-directed

Y l u g l d q  
Q \ F

# Do you know the answers to these questions?

6

2. The adult learner is more \_\_\_\_\_ than the younger learner

**Self-directed**

Instructor-directed

Peer-directed

Teacher-directed

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Q \ F

# Do you know the answers to these questions?

7

3. Which of the following is the best way to approach the adult learner?

As a superior

As a facilitator

As a teacher

As a lecturer

## Do you know the answers to these questions?

8

3. Which of the following is the best way to approach the adult learner?

As a superior

**As a facilitator**

As a teacher

As a lecturer

Y l u g l d q  
Q \ F



## Do you know the answers to these questions?

9

4. Which of the following is **NOT** a characteristic of an adult learner?

Accept what they are being taught

Need to know why they are learning the information

Need to know how to use information immediately

Need to know how information will benefit them

Y l u g l d q  
Q \ F

# Do you know the answers to these questions?

10

4. Which of the following is **NOT** a characteristic of an adult learner?

**Accept what they are being taught**

Need to know why they are learning the information

Need to know how to use information immediately

Need to know how information will benefit them

Y l u g l d q  
Q \ F

## Do you know the answers to these questions?

11

5. One way an instructor can engage the adult learner is by having the students collaborate by acting out real-world situations. This is called:

lecture

case studies

problem-solving ice breakers

role-play

Y l u g l d q  
Q \ F

## Do you know the answers to these questions?

12

5. One way an instructor can engage the adult learner is by having the students collaborate by acting out real-world situations. This is called:

lecture

case studies

problem-solving ice breakers

**role-play**

Y l u g l d q  
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# LEARNING IS NOT JUST A SPECTATOR SPORT

13

It is **NOT** the accumulation of miscellaneous bits of information

It **IS** the subtle set of skills involved in knowing what to do with the information

It **IS** the ability to evaluate, synthesize, and apply information

NOT JUST TO INFORM...  
BUT TO TRANSFORM

Y l u g l d q  
Q \ F

# Where does learning come from?

14

10%

## Formal Programs

classes, eLearning, conference sessions, webinars, etc.

20%

## Other people

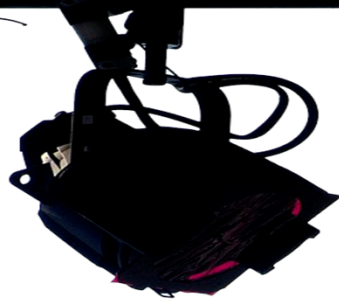
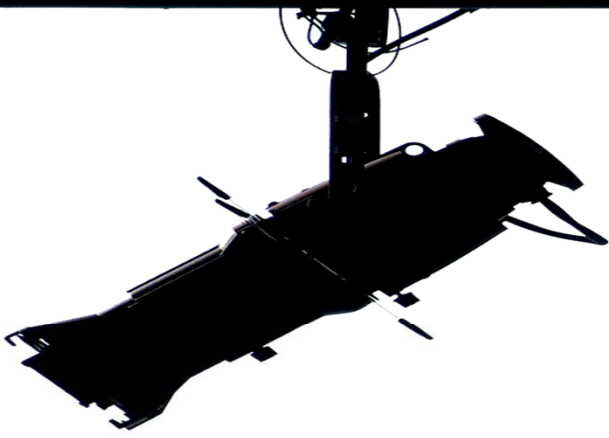
conversations, networks, resources, asking the right question of the right person at the right time

70%

## Experience and Practice

doing your job, trying things to figure out what works, refining it

THE MORE REALISTIC THE ENVIRONMENT, THE MORE WE LEARN



Guide on the Side

Outcomes Focused

Learner in Charge

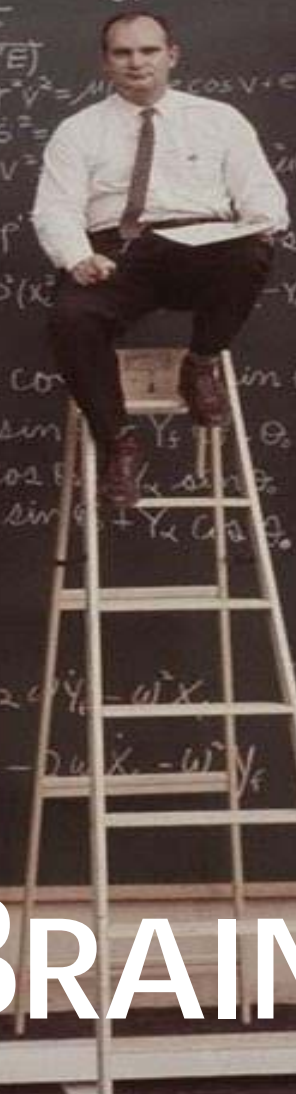
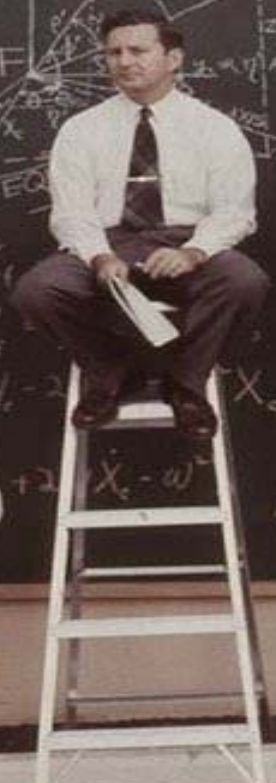
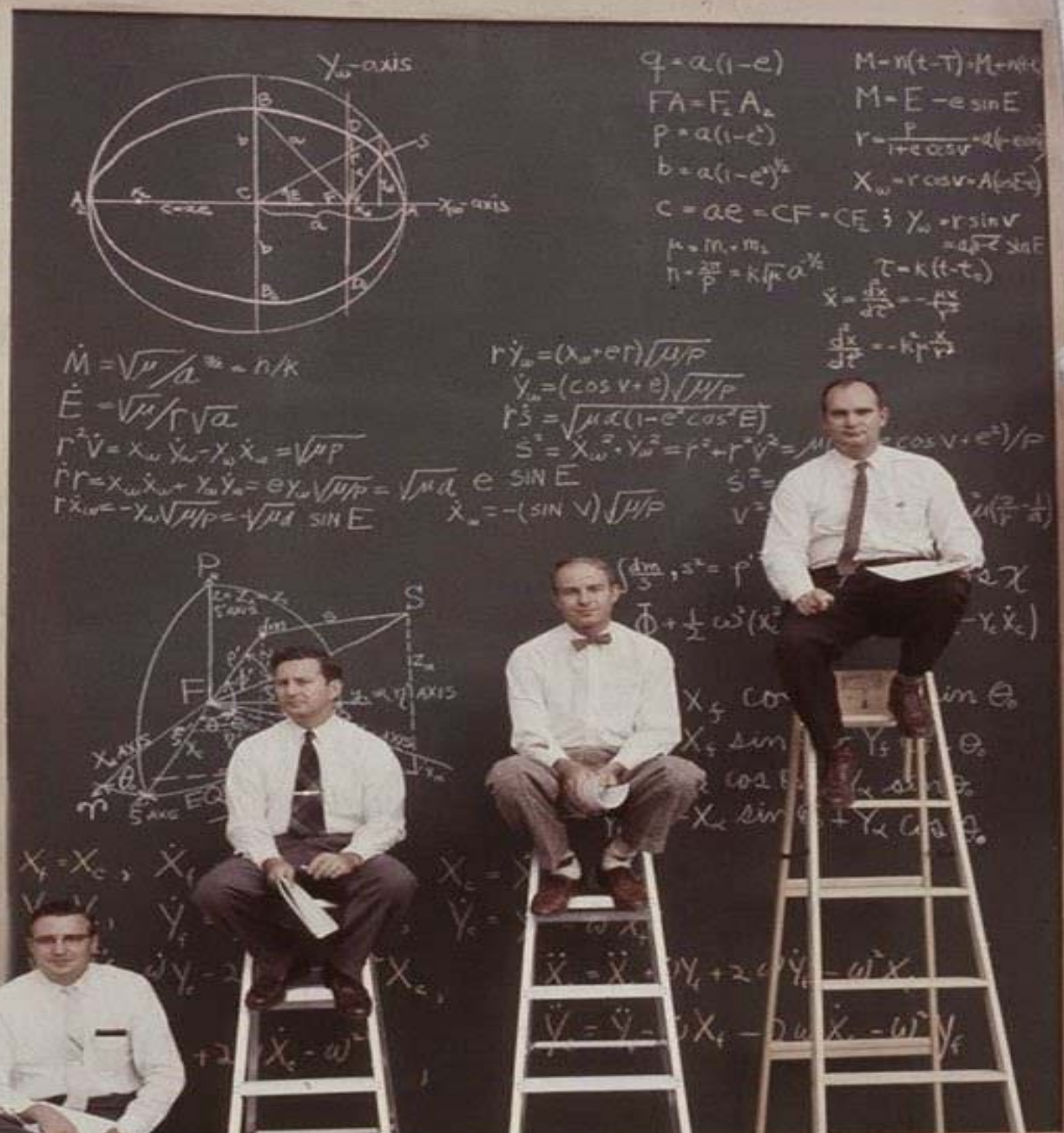


Sage on the Stage

Kitchen Sink Model

Learner Apathy

# Fashion Forward Learning



BRAINPOWER



# How does this slide make you feel?

## Cash Flow Statement

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- Inflows – main components are premiums collected, net investment income, proceeds from investments sold and other cash provisions.
- Outflows – main components are loss and loss adjustment expenses paid, underwriting expenses paid, dividends paid to policyholders, income taxes paid, cost of investments acquired and other cash applications.

Is this Memorable?

# How About This One?

## CASH FLOW STATEMENT

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Premiums collected  
Net investment income  
Investments sold

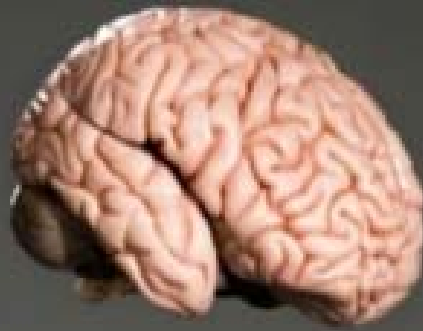


Loss & LAE  
UW Expenses  
Dividends  
Income Tax

**“Toss your Powerpoint  
presentations”**

**-Dr. John Medina**

# BRAIN RULES:



He knows how these work

This is Dr. John Medina



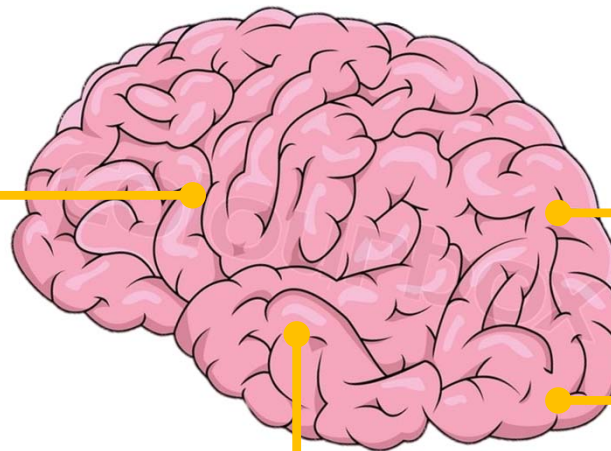
# A Few Rules That Matter...

## RULE #3

Every Brain  
is Wired  
Differently

## RULE #4

We Don't Pay  
Attention to  
Boring Things



## RULE #10

Vision Trumps  
All Other  
Senses

## RULES #5 & #6

Repeat to Remember /  
Remember to Repeat



EVERY BRAIN IS  
WIRED DIFFERENTLY

The Amazon logo is centered on the page. It consists of the word "amazon" in a bold, black, lowercase sans-serif font. Below the text is a thick, orange arrow that starts under the 'a' and curves upwards to end under the 'n', pointing to the right. The background is white with several light blue decorative elements: a semi-circle at the top center, a solid square at the top right, a semi-circle at the bottom right, and a semi-circle on the left side partially obscured by the text.

**amazon**

**We Don't Pay**



**Attention to Boring Things**



# Avoid the Black Hole

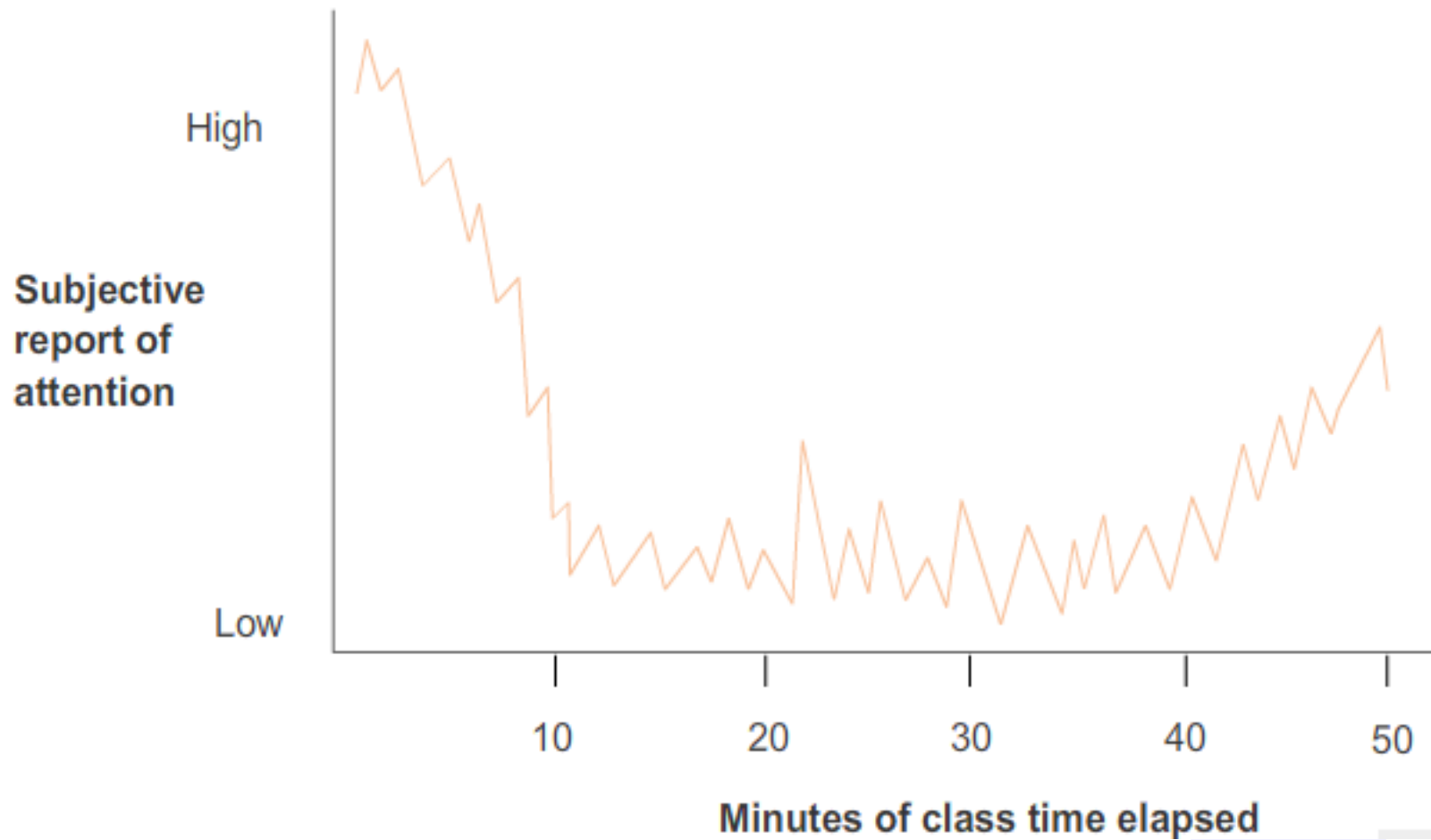
25

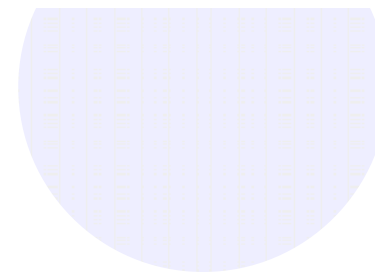
A background image of a black hole in space, showing a swirling accretion disk and a central event horizon, surrounded by a field of stars.

Big Picture and  
Ideas First

# The Clock is Ticking!

the 10 minute rule

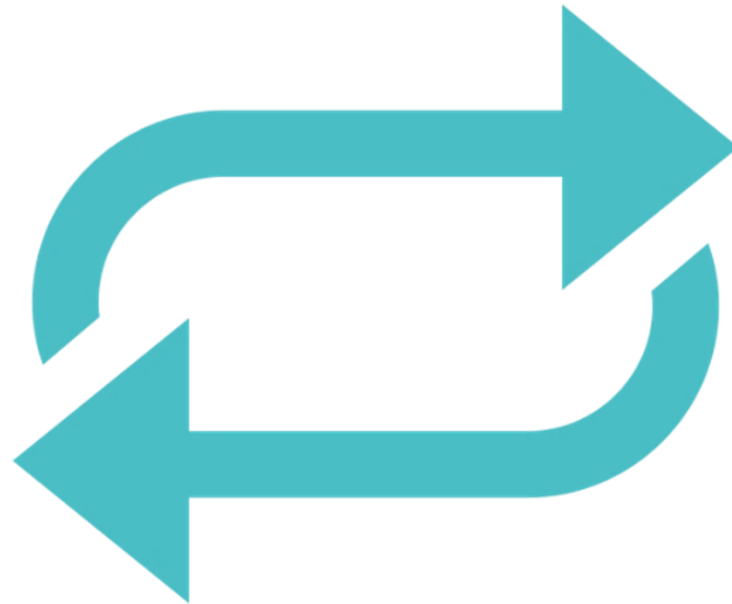




IRSYMCAKGBIBMFBI



Repeat to Remember



Remember to Repeat

# How did YOU pass Exams

**AUTOMATIC PROCESSING**

vs.

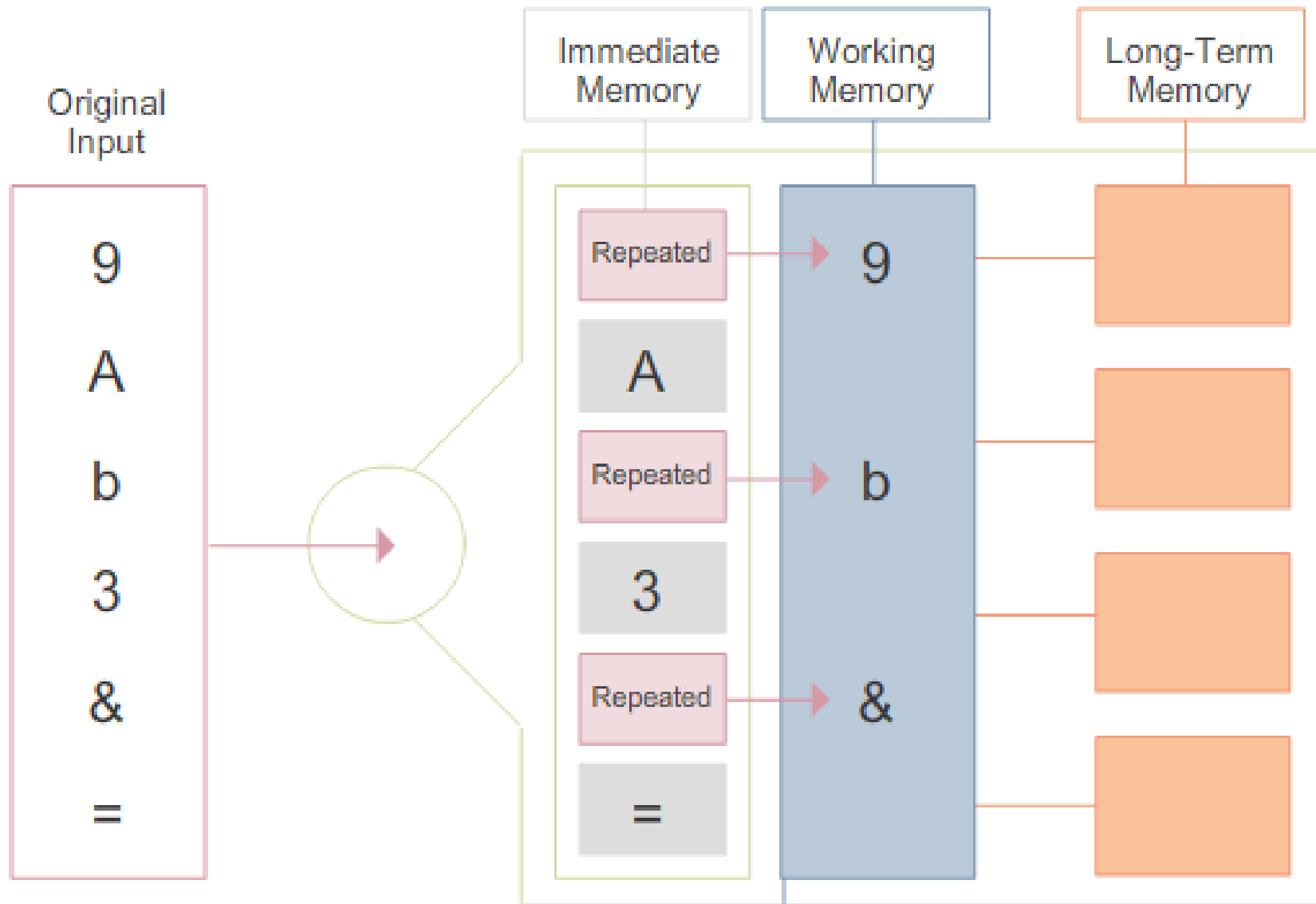
**EFFORTFUL PROCESSING**



**Work is Here**

...So, how does this relate to presentations?

# repeat or forget



Lasts between 60 and 90 minutes  
but will fade without further repetition

# TEST

MAY, 2011

A-2

## ACTUARIAL SCIENCE EXAMINATION

### FOUNDATIONS OF CASUALTY ACTUARIAL SCIENCE - PART II

Time : 3 Hours

Total Marks : 100

**Multiple choice** : (All Multiple Choice questions carry 2 marks each).

1. Actuaries commonly use the following distributors to model the number of claims

- a) Normal distribution
- b) Poisson distribution
- c) Binomial distribution
- d) Negative binomial distribution

Which of the above is not commonly used?

2. Given the following information, determine the indicated rate per unit.

i) Frequency per exposure unit	0.40
ii) Severity	200
iii) Fixed Expenses	125
iv) Variable Expense factor	20%
v) Profit and Contingency factor	10%

The answer is :

- a) Less than 250
- b) 250 to 500
- c) 500 to 750
- d) Above 750

3. Financial Statements useful in the evaluation of a general insurance company are the following :

- a) Balance Sheet
- b) Income Statement
- c) Statement of Cash Flow

How many pieces of information can be held in 30 seconds?

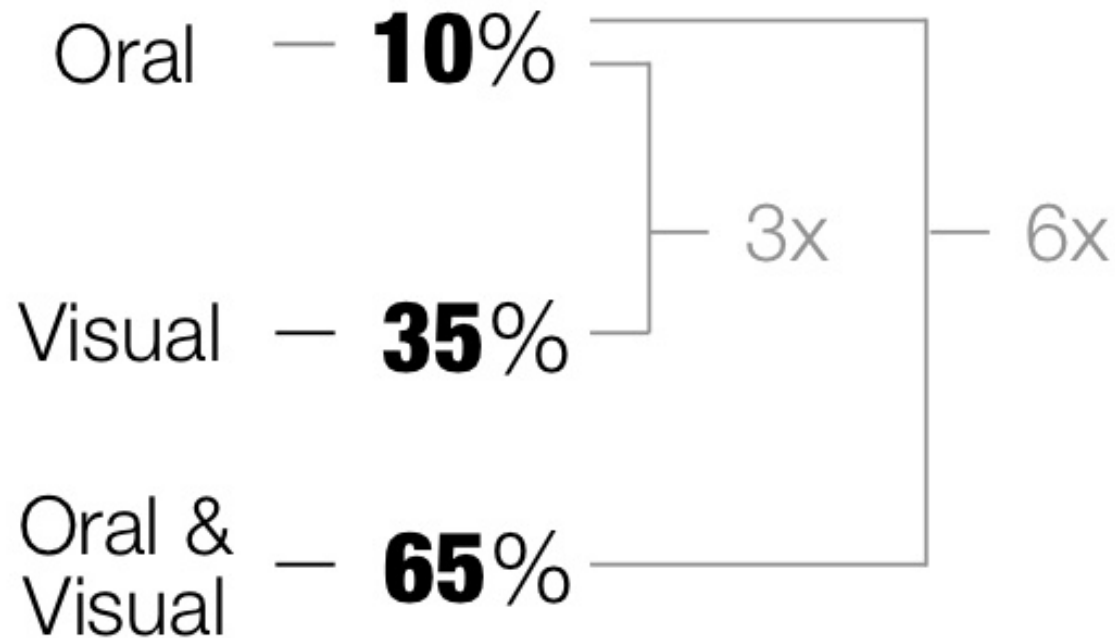
# Vision Trumps All Other Senses





# Slides Matter!

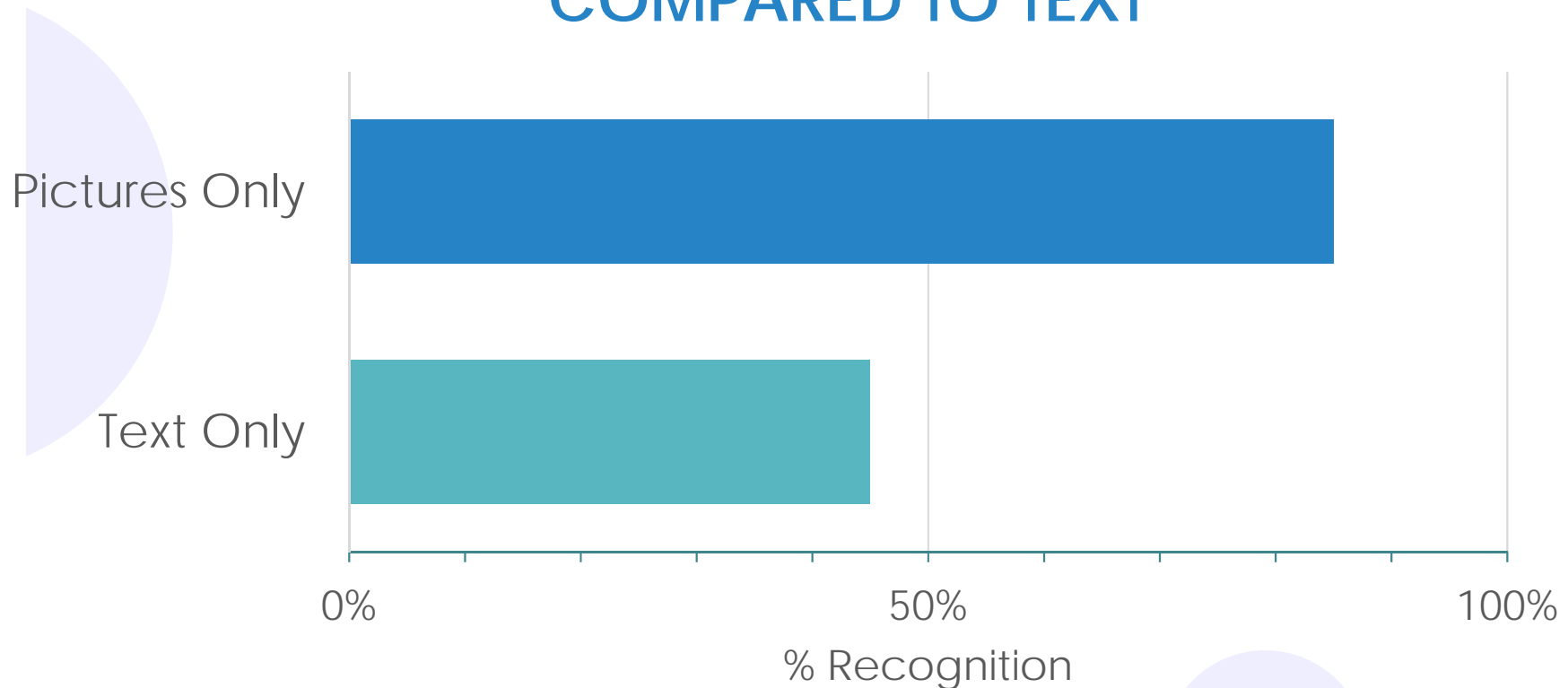
## Rule of thumb



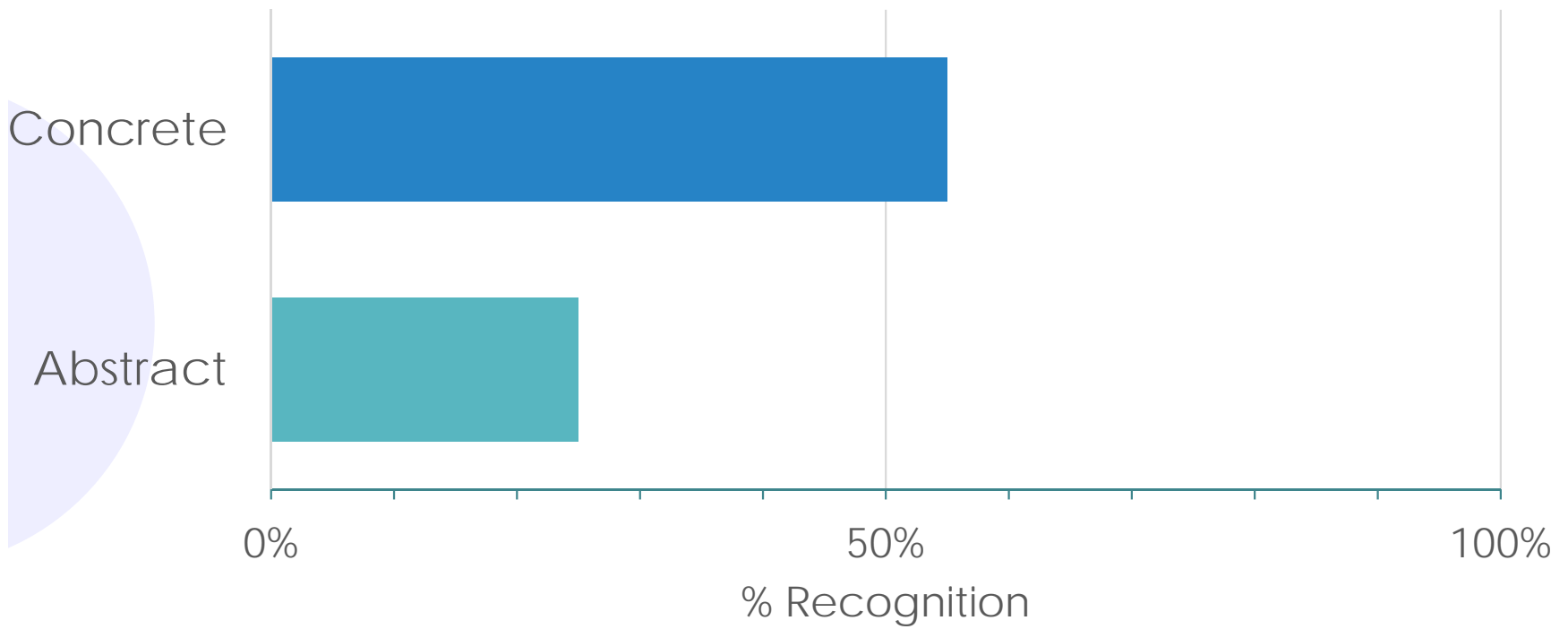
Source: Najjar, L.J (1998) Principles of educational multimedia user interface design (via Brain Rules by John Medina, 2008)

# ...But Pictures Matter More

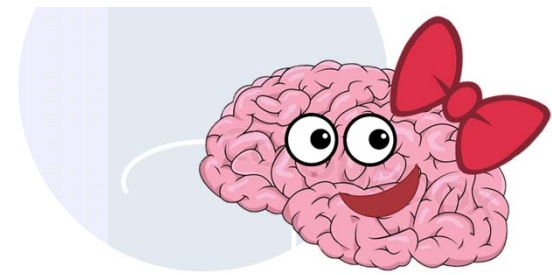
## RECOGNITION DOUBLES FOR A PICTURE COMPARED TO TEXT



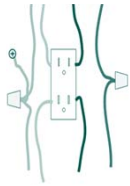
## CONCRETE TEXT ELICITS VISUAL CUES



# PUT THAT BOW ON!



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## Every Brain is Wired Differently

- ✓ Know Your Audience
- ✓ What Three Things
- ✓ Learner Perspective



## We Don't Pay Attention to Boring Things

- ✓ Tell A Story
- ✓ Big Picture First
- ✓ Colour Patterns & Animation
- ✓ 10 Minute Hustle



## Repeat to Remember / Remember to Repeat

- ✓ Find a Couple Ways To Show Your Data
- ✓ Have a Conclusion
- ✓ Tap Their Emotions



## Vision Trumps All Other Senses

- ✓ Vision Is Dominant → Uses Half The Brain's Resources
- ✓ Cut Back On The Text. Make It Concrete
- ✓ A Picture Is Worth A Thousand Words
- ✓ Use Smartart And Adapt

One last thing...



# Resources

▶ Kathleen M. Edwards, Learning Enhancement Videos for the CAS:  
[Speaker Resources Micro-Learning Series\\*](#)

- How Adults Learn
- Writing Effective Learning Objectives
- Developing Your Session Plan
- Engaging Your Session Participants
- The Power of Visuals - Slides
- The Power of Visuals - Data Slides
- Creating Valuable Handouts

\* These videos are free but accessible only via the new UCAS! A “purchase” of \$0 is required to access them.

▶ Brain Rules Website:

<http://brainrules.net/about-brain-rules>

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