

Why Nobody Remembers Your Training

8 do's and don'ts. No PhD required.

✓ DO	✗ DON'T	WHY IT WORKS
Add knowledge checks every few slides.	Tell them to "review the slides."	Pulling an answer from memory makes it stick. Rereading barely helps. [1]
Space it out. Send a 5-minute refresher a week later.	Cram it all into one long session.	People forget fast. A short review later brings it back stronger. [1]
Explain the why. In every knowledge check, say why it's right or wrong.	Just say "Correct!" or "because I said so."	Feedback that explains why works best. Plain praise or points does the least. [2]
Let them make mistakes in practice scenarios.	Only show the perfect way to do it.	People who practice fixing mistakes handle new problems better on the job. [3]
Use small pieces. One short module per goal.	Make one long video or 60-slide deck.	Short pieces people move through at their own speed are easier to learn. [4]
Pair a picture with your words.	Fill the screen with text.	Words plus pictures teach better than words alone. [4]
Teach the way the topic needs. Show a skill, picture a place.	Build separate versions for "visual" or "hands-on" learners.	There's no good proof that matching "learning styles" helps anyone learn. [5]
Hold the boss accountable for checking in the week after.	Blame the employee and stop at "training complete."	When a supervisor follows up, people are more likely to use what they learned. [6]

Build training like this in CoursHub. Knowledge checks that explain the why, short modules, and practice scenarios, shared with a link. Try it free for 14 days, no credit card: coursHub.com

Research: [1] Dunlosky et al. (2013), Improving students' learning with effective learning techniques, *Psychological Science in the Public Interest*. [2] Wisniewski, Zierer & Hattie (2020), The power of feedback revisited, *Frontiers in Psychology*. [3] Keith & Frese (2008), Effectiveness of error management training: a meta-analysis, *Journal of Applied Psychology*. [4] Mayer (2009), *Multimedia Learning*, 2nd ed., Cambridge University Press. [5] Pashler et al. (2008), Learning styles: concepts and evidence, *Psychological Science in the Public Interest*. [6] Blume et al. (2010), Transfer of training: a meta-analytic review, *Journal of Management*.