The First 20 Hours

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General Ideas

- To become an expert, you must study a topic 10.000 hours.
 To get good enough for your goals takes way less.
- Skill Acquisition is NOT equal to Learning

| Learning: | Understanding concepts, knowledge, or information |
|--------------------|---|
| Skill Acquisition: | Applying Knowledge through action |

• You don't need to know everything. Just enough to start doing.

| Practice a skill in c | | | Learning | |
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| earning is nothing | g without practice | | | |
| 4 Steps to acq | uire a skill | | 1. Research | Learn the basics, identify the subskills and tools for the topic. Look for different sources. Identify parallels between the sources. |
| Deconstructing: | Dividing the skill into smaller | | 2. Start Learning | Expect Confusion. Identify what you are confused about and try to clarify it. |
| Learning: | subskills. Learning each subskill seperately | | 3. Identify Mental Models/ Hooks | Look for Mental Models and Mental Hooks Mental Model = a way of understanding and labeling something |
| Removing: | Removing all possible barriers that hinder practice | | 4 Invention | Mental Hook = a metaphor or analogy to illustrate a concept |
| Dracticing | Practice for at least 20h | | 4. Inversion | Think of the opposite of what you want. Then find ways to avoid it. |
| Practicing: Practice for at least 20h | | | 5. Talk to people | Talk to people who already have the skill. Find out how the process of learning looks and what to expect from |
| 3 Stages of Skill Acquisition | | | 6. Eliminate Distractions | Prime your environment to reduce distractions. Put away any electrical devices which could distract you. Tell people you will not be available wile practicing. |
| 1. Cognitive: 2. Associative: | Defining what you want to reach Researching the topic Dividing the skill in small tasks Practicing the tasks | earching the topic ding the skill in small tasks cticing the tasks ecting feedback | | Spaced Repetition and Reinforcement = Reviewing a concept after a period of time Use a Flash Card System to memorize the concepts. |
| Z. Associative. | Collecting feedback Implementing the feedback | | | Take a few minutes each day to review the cards. Use Checklists to remember what you need every time you practice |
| 3. Autonomous: • Performing the skill without thinking about it | | 8. Create Scaffolds and Checklists | Use Scaffolds to practice the same way every time (e.g. a morning routine) | |
| | | | 9. Set up Tests | Make predictions of that you think will work and test them. |
| 10 Principles t | o Acquire a Skill | | | Track your experiments with notes. |
| <u>'</u> | <u> </u> | ely exited about | 10. Don't stress | |
| 1. Choose a Proje | Pick a Skill you are genuir | | | Track your experiments with notes. |
| 1. Choose a Proje 2. Only one Skill a | Pick a Skill you are genuir a time Don't multitask. Only lear | n one skill a time | | Track your experiments with notes. |
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| 1. Choose a Proje 2. Only one Skill a 3. Define a target 4. Deconstruct th 5. Get the tools 6. Eliminate Barri 7. Make time for | Pick a Skill you are genuir a time Don't multitask. Only lear t level Define what good enough te skill Break it into the smallest Focus on the most impor Get yourself the tools to ters Don't rely on willpower. Alter your environment tr (optional) Immerse yours practice Block specific time on you Keep a log of how you sp. Commit to at least 20h of ck Fast Feedback Loos = gett Focus on getting feedbac or software to collect fee | n one skill a time n means. possible parts. tant first. execute the skill. or make practicing easier. elf in an environment that forces you to learn the skill. ur calendar to practice. end your time. Find spaces to practice. practice. ing feedback on how well you are doing as soon as possible. k and improving. Get a coach, record yourself, use training aids dback. tree yourself to practice without distraction during this time. | | Track your experiments with notes. |