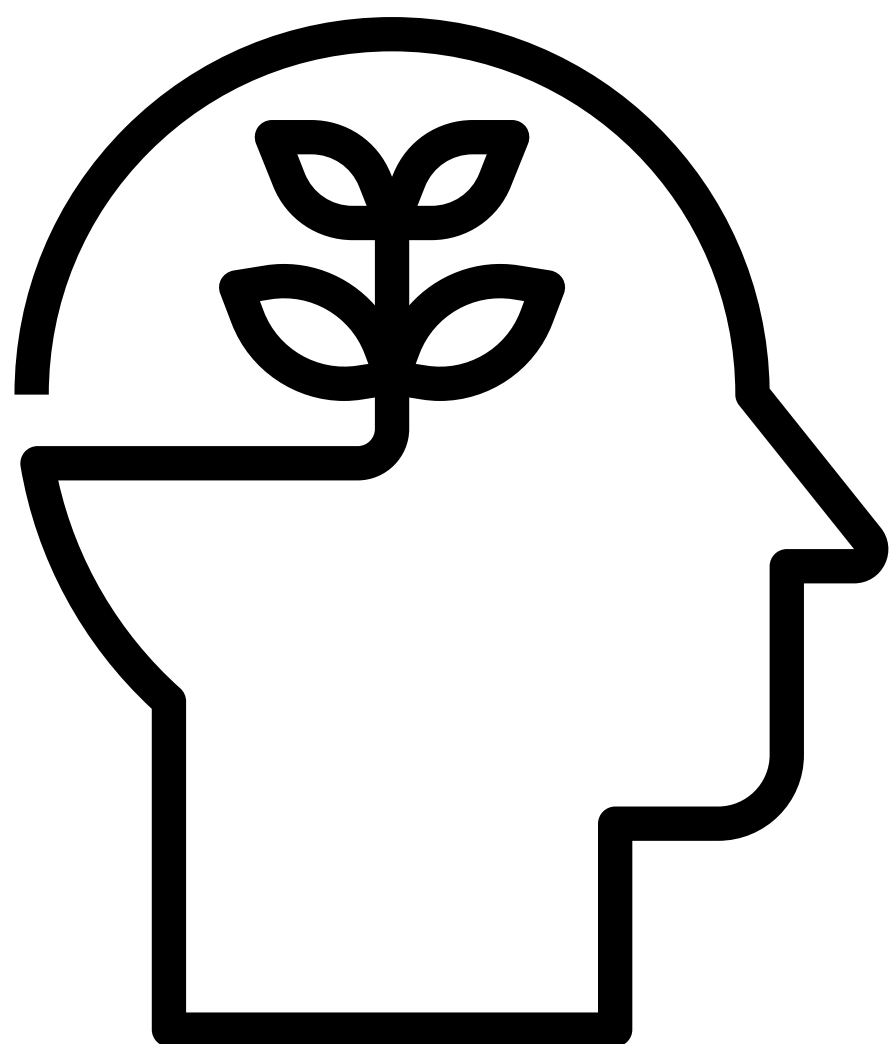




ASRI

DELIVERING GREAT LEARNING

ASRI a model for learning
design and delivery
Introductory resource pack

ATTENTION



SENSE-MAKING



RETENTION



INTERNALISATION



About Be More Learning and Development Limited

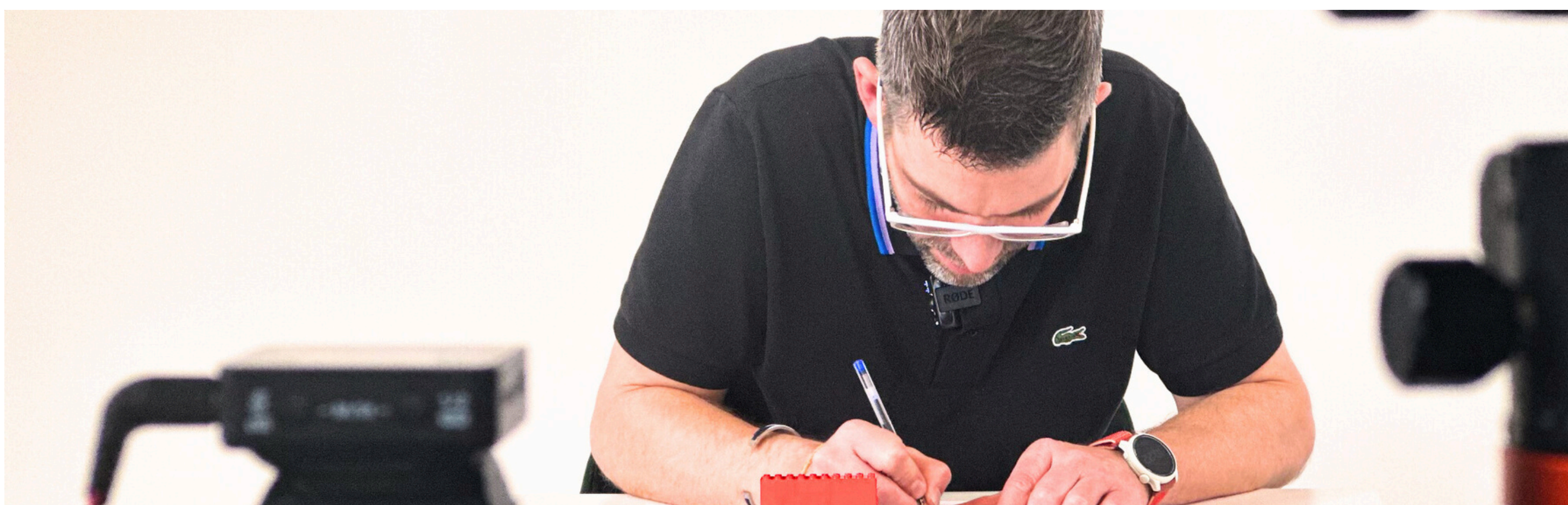
Be More Learning and Development Limited (#BeMoreLnD) is a consultancy with a focus on the science of learning, organisational development, and executive coaching. We offer a comprehensive range of services to individuals and organisations seeking to maximise their potential and achieve exceptional results.

#BeMoreLnD specialises in creating learning experiences that not only engage learners but also ensure knowledge retention and application, by applying research from cognitive science, psychology and neuroscience.

We co-create compelling learning journeys that encompass sequencing, readiness, and memory enhancement techniques. From workforce development to reducing learner attrition, #BeMoreLnD's expertise covers a broad spectrum of learning solutions and delivery formats, including short keynotes to long-term immersive programmes.

Vision: #BeMoreLnD, led by Kurt Ewald Lindley, aspires to be a catalyst for personal and organisational transformation in the field of Learning and Development.

Kurt's journey began with a profound realisation that he needed to unlock his true potential. Drawing from his own experiences, academic background, and dyslexic advantage, Kurt envisioned a future where learning and development are approached with innovation, empathy, and lasting impact. His philosophy centres on empowering others to discover their hidden potential and achieve greatness through effective communication, understanding, and continuous growth.



Meet the team

Director – Owner

South African born, Yorkshire bred, owner of Be More Learning and Development Limited. Kurt is a lover of learning and all things People Development. Kurt has worked in the world of Organisational and Leader Development for over 20 years, mixing performance sport and coach development with education and corporate learning. He has experience of working with local organisations (including schools [Exceed Learning Partnership], charities [Active Fusion]) as well as large institutions like NHS Professionals and the oil industry (EnQuest). He has worked with high-profile sports organisations including the World Anti-Doping Association, UK Sport and British Shooting.

Kurt holds a Master's in Psychology, is a TEDx speaker and event host, blending authenticity, emotional intelligence, and strategic communication. His engaging talks reflect a deep understanding of human psychology and the power of storytelling, essential for connecting with diverse audiences. These skills are rooted in his desire for personal mastery.

Qualifications: MSc Psychology, BSc (Hons) Coaching Science, PGCE (Post Compulsory)

Membership: European Mentoring and Coaching Council UK, Learning Network



**Kurt Ewald
Lindley**



Linked in



Laura Watkin



Linked in

Laura's area of expertise is the science of learning and people development. She's passionate about evidence-informed learning and the application of cognitive science and deliberate practice. Alongside working as part of Be More Learning and Development Limited, Laura is Principal Pedagogy Lead for the UK charity, Frontline. She's responsible for the quality of teaching and learning across a suite of fast-track training and leadership programmes. Having a PGCE and CIPD qualifications, Laura brings experience of education, L&D and HR from working in a range of organisations, including privately owned global logistics, public sector enterprise, schools and graduate training organisations.

Qualifications: PGCE, CIPD Level 5 Diploma in HR Management

Membership: The Chartered Institute of Personnel & Development

Head of Learning

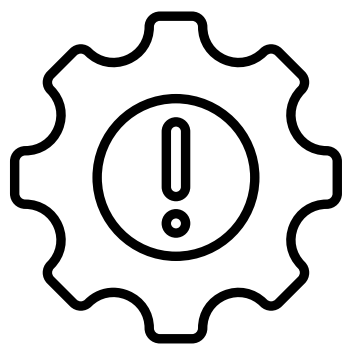
A IS FOR ATTENTION

"What is not attended to, is not learnt"

The science of attention

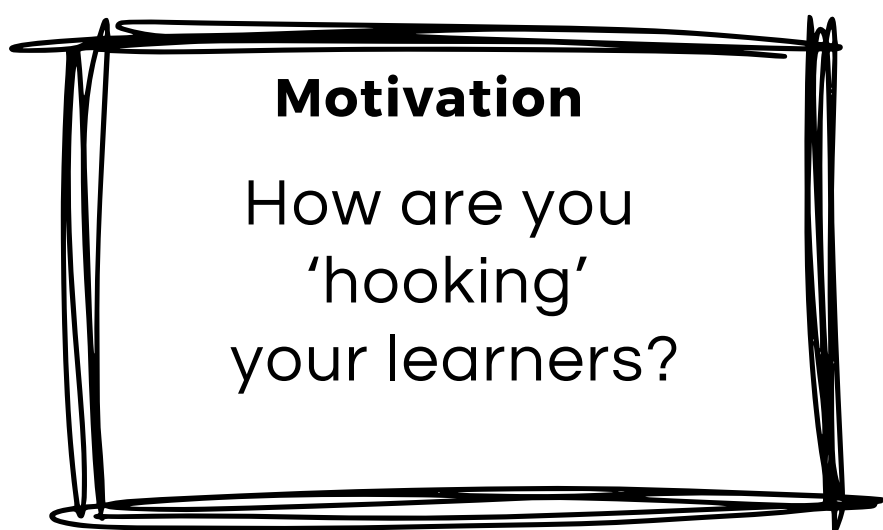
Key theories to consider for gaining and maintaining the attention of learners are **motivation** and **cognitive load**. How we engage with a session is based on individual circumstances and how much we can take it at any one time is limited especially with the distractions of modern life. If we cover too much at once, or too fast, **we risk information being ignored or forgotten**. If we fail to make learning feel relevant or purposeful **we risk losing attention**. At the start of any learning journey we must decide, what do we **need** learners to pay attention to? We must also be willing to resist sharing things that our learners don't need to know (yet).

Key questions to inform your delivery



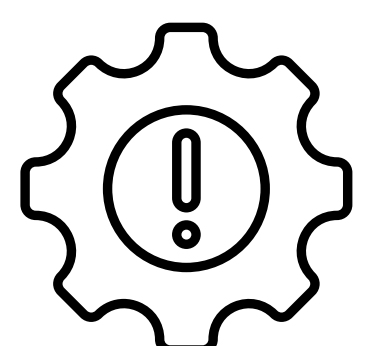
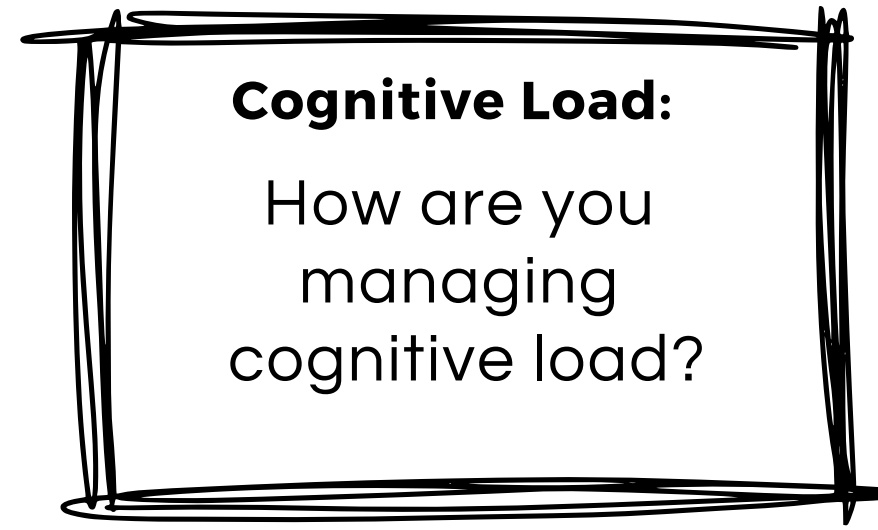
Motivation

How are you
'hooking'
your learners?



Cognitive Load:

How are you
managing
cognitive load?



Your role and key tactics you can use

Motivation

Help learners find value

Tactics:

- Make learner's feel clever
- Offer learner's choice
- Encourage ownership
- Link to learners' reasons for being
- Use questions and names to build relationships and make learning personalised

Cognitive load

Draw attention to salient points

Tactics

- Make it easy to access (simple steps)
- Make it easy to acquire/consume (manage the volume over time)
- Connect new with old (make it feel familiar)
- Less is more - prioritise the essential information

Recommended resources for further exploration - academic papers

- 1 [Self-determination Theory](#)
- 2 [COM-B Model](#)
- 3 [Attention span](#)

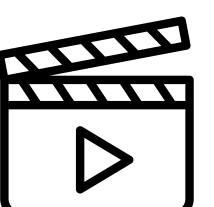


- 1 [Cognitive Architecture & Instructional Design](#)
- 2 [Cognitive Load Theory Approaches](#)

Recommended resources for further exploration - articles, podcasts, videos

- 1 [Hooking learners](#)
- 2 [Daniel Pink - Motivation](#)
- 3 [Self-determination theory](#)

- 1 [Cognitive Load Approaches](#)
- 2 [Short read](#)
- 3 [Managing it](#)



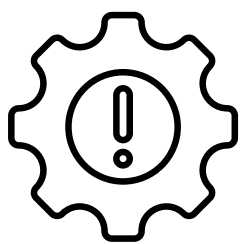
S IS FOR SENSE-MAKING

"What is not understood cannot be used as intended"

The science of sense-making

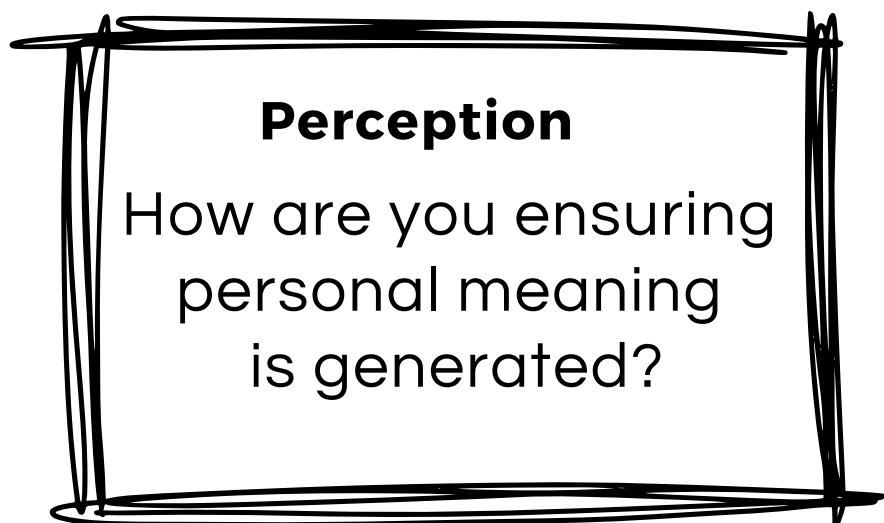
Key theories to consider for making sense of new information and checking for accurate understanding are **perception theory** and **schema theory**. It's essential to remember that our identity is unique and therefore **the way we perceive and interpret new information varies from person to person** and is influenced by environmental and biological factors like prior experience, language, culture and neurodiversity. We can be confident in what we think, and know what we have told others, but if we do not ask what our audience is thinking we **risk misinterpretation and misunderstanding**. If we do not understand **we risk forgetting**.

Key questions to inform your delivery



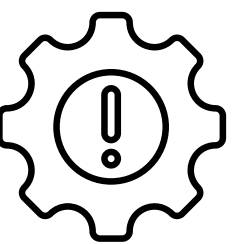
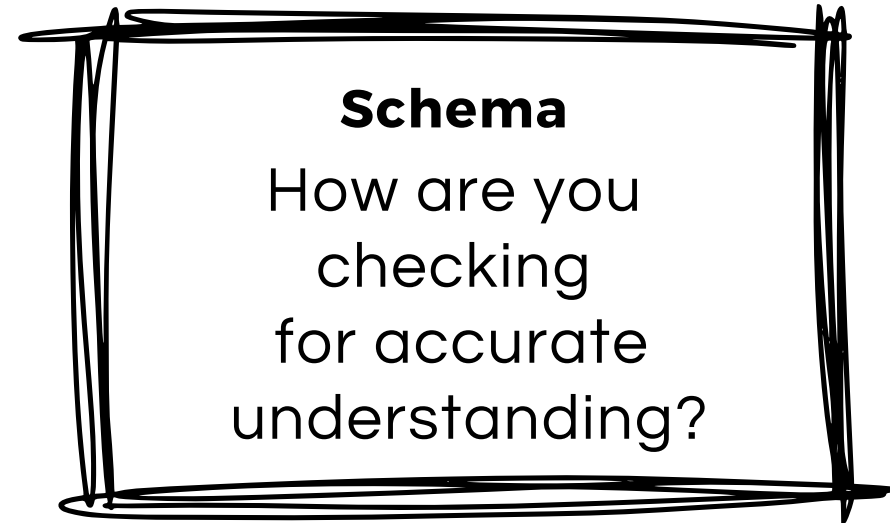
Perception

How are you ensuring personal meaning is generated?



Schema

How are you checking for accurate understanding?



Your role and key tactics you can use

Perception

Looking for meaning will increase relevance

Tactics:

- Share examples to help learners to find value
- Make space to consider different interpretations
- Explore ideas about possible application
- Provide explanations for unfamiliar terms
- Consider cultural variations in understanding
- Allow learners to construct their own meaning

Schema

Enable accurate understanding for personal context

Tactics

- Actively integrate new ideas with existing ones
- Point out relatedness and connection
- Use questions to understand what learners think
- Present misconceptions and explain their origin
- Provide feedback to correct errors in thinking

Recommended resources for further exploration - academic papers

- 1 [Generative learning approaches](#)

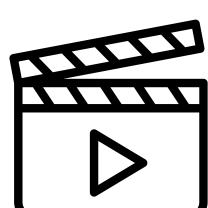


- 1 [Schema theory \(basics\)](#)

- 2 [Schema in the classroom](#)

Recommended resources for further exploration - articles, podcasts, videos

- 1 [Blog version of Generative learning approaches](#)
- 2 [Generative approaches](#)
- 3 [Scaffolding](#)



- 1 [Questioning techniques](#)
- 2 [Checking for understanding](#)

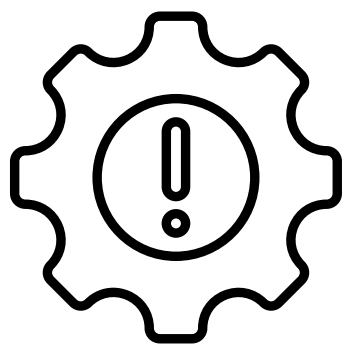
R IS FOR RETENTION

"What is not recalled will decay"

The science of retention

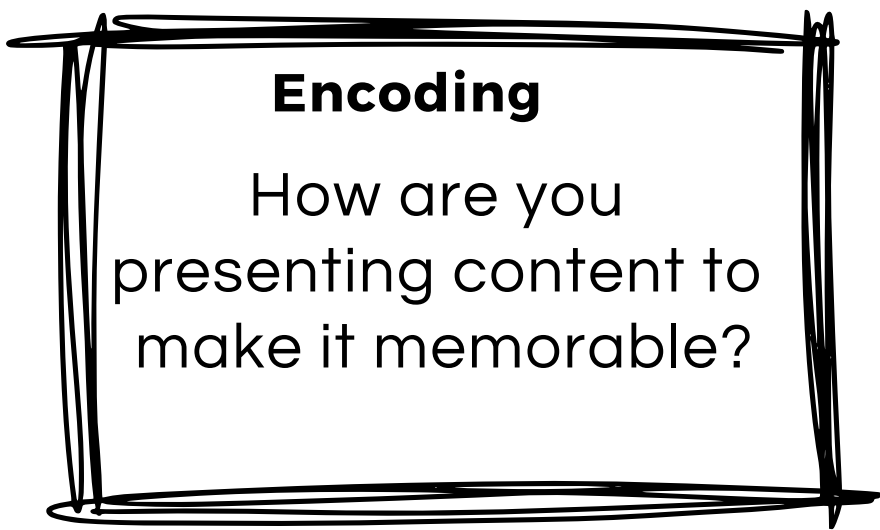
Key theories to consider are the **memory** (specifically the **encoding** of information from short-term into long-term memory) and **forgetting**. Unfortunately, there are rare few individuals with eidetic (photographic) memory and as our short-term memory is limited in capacity much of what we experience is forgotten. **Forgetting is normal** and a strong emotional connection or deliberate action or effort is needed to retain information. If we fail to revisit information or find no value in it then **we risk forgetting and failure in long-term retention**. If we have not connected new information with existing then we **risk retrieval failure** (we can't recall it).

Key questions to inform your delivery



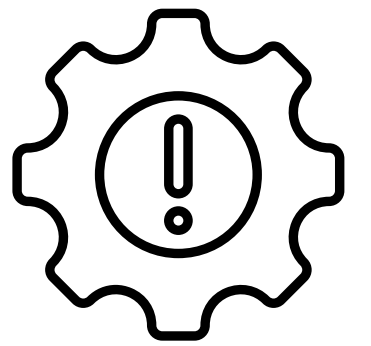
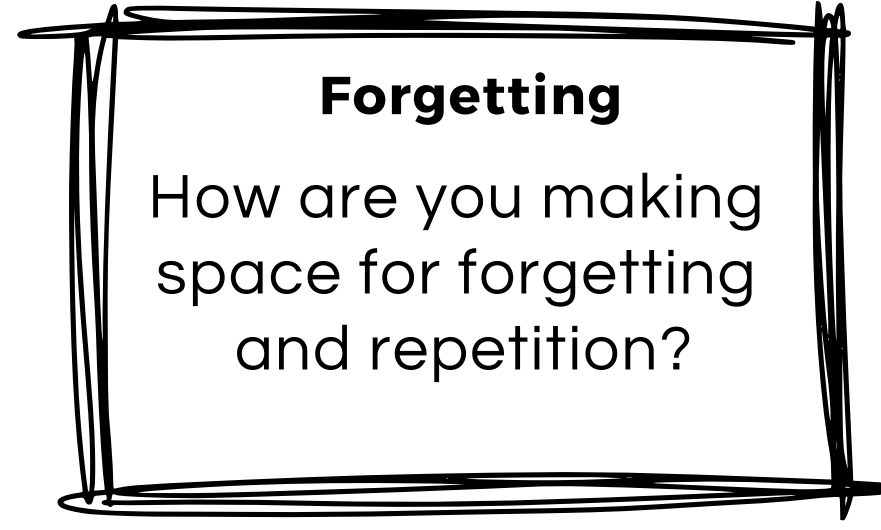
Encoding

How are you presenting content to make it memorable?



Forgetting

How are you making space for forgetting and repetition?



Your role and key tactics you can use

Encoding

Make time to remember, recall, think, contemplate

Tactics:

- Provide space for learners to organise their thoughts
- Promote learners to create their own methods for retention in support of 'remembering'
- Help learners connect new information to old
- Chunk, sequence and organise information for learners. Provide mnemonics and hooks.

Forgetting

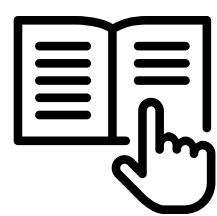
Create space for forgetting and design for recall

Tactics

- Use questions and differentiate tasks
- Allow time for forgetting before asking for recall
- Encourage regular recall & normalise forgetting
- Use quizzing and flash cards
- Provide triggers and clues before answers
- Use repetition to build retention

Recommended resources for further exploration - academic papers

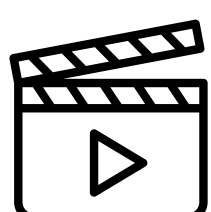
- 1 [Magical Mistry Four](#)
- 2 [Information Processing](#)
- 3 [Elaborative Rehearsal](#)



- 1 [Forgetting as a good thing](#)
- 2 [Forgetting to learn](#)
- 3 [Retrieval practice](#)

Recommended resources for further exploration - articles, podcasts, videos

- 1 [Graphic organisers](#)
- 2 [Encoding](#)
- 3 [Elaborative rehearsal](#)



- 1 [Retrieval Practice](#)
- 2 [Why forgetting is good](#)
- 3 [Interleaving](#)

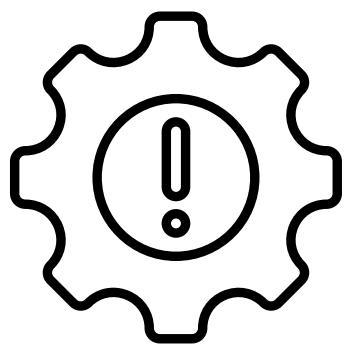
IS FOR INTERNALISATION

“What is not applied does not become part of our reality”

The science of internalisation

Key theories to consider are the **self-directed learner** and **deliberate practice**. It's not enough to know that something needs to be done, but to also know how to put theory into practice. The **theory to practice gap** describes how, without scaffolding to take action, great ideas and new knowledge may not result in **behaviour change** unless support is given to try it out in the learners own context. If we do not allow rehearsal, practise and feedback to shape skills and behaviours, then we **we risk there being no change, no impact of new information and no learning.**

Key questions to inform your delivery

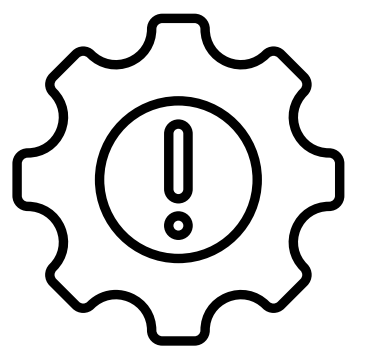


Self-Directed Learner

How are you ensuring valid test/re-test opportunities happen?

Deliberate Practice

How are you ensuring that feedback is effective?



Your role and key tactics you can use

Self-directed learner

Once new learning is absorbed make sure it's used in own reality

Tactics:

- Create conditions for and promote agency
- Set meaningful challenges and problem-solving
- Build confidence (skill and belief) to put into action
- Ignite a desire to experiment and test out ideas
- Use scenarios that relate to learners' context
- Provide space to explore limits of application

Trace decay

Advocate for and give confidence to practicing in authentic environments

Tactics

- Provide experimentation in new environments
- Move from Free Play to Deliberate Practice
- Progress from closed to open practice options
- Increase challenge and authenticity over time
- Provide radically candid feedback
- Define and share best practice principles

Recommended resources for further exploration - academic papers

1 [Causal Agency](#)

2 [Fidelity in learning](#)



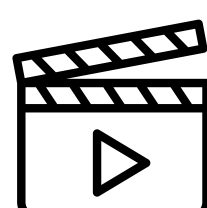
1 [7 Principles of Feedback](#)

2 [Deliberate practice](#)

Recommended resources for further exploration - articles, podcasts, videos

1 [7 Principles Feedback](#)

2 [Habit formation](#)



1 [Radical Candor](#)

2 [Deliberate Practice](#)

Attention	Sense-making	Retention	Internalisation
How are you 'hooking' your learners?	How are you ensuring personal meaning is generated?	How are you presenting the content to make it memorable ?	How are you ensuring that feedback is effective?
How are you managing cognitive load?	How are you checking for accurate understanding?	How are you making space for forgetting and repetition?	How are you ensuring valid test/re-test opportunities happen?

This programme uses the ASRI model to make the science of learning more accessible, a field that merges insights from psychology, sociology, and neuroscience to enhance learning and development. By understanding how people learn, educators and designers of learning can create more effective, engaging, and personalised educational experiences.

SIX EVENTS DELIVERED OVER 6 WEEKS



Online via Zoom

6 x 2.5hrs Virtual Sessions 12:00-2.30pm GMT

SESSION 1 Connection before content

SESSION 2 Have I got you?
ATTENTION

SESSION 3 Do you understand it?
SENSE-MAKING

SESSION 4 Can you make it memorable?
RETENTION

SESSION 5 Will you use it?
INTERNALISATION

SESSION 6 Putting it into practice
Show and tell

Plus digital resource and 1-2-1 virtual coaching



KURT LINDLEY

Your programme facilitator
Director @ Be More Learning
and Development Limited

Find out more about us here



Don't be shy...get in touch

kurt@bemorelnd.co.uk
www.bemorelnd.co.uk

Examples of work

Examples Resource

Resource created for the WADA train the trainer project, summarising each of the elements of ASRI - our model for Learning Design and Delivery.

Example Workbook




A IS FOR ATTENTION

"What is not attended to, is not learnt"

The science of attention

Key theories to consider for gaining and maintaining the attention of learners are **motivation** and **cognitive load**. How we engage with a session is based on individual circumstances how much we can take it at any one time is limited especially with the distractions of modern life. If we cover too much at once, or too fast, **we risk information being ignored or forgotten**. If we fail to make learning feel relevant or purposeful **we risk losing attention**. At the start of any learning journey we must decide what do we **need** learners to pay attention to? We must also be willing to let go of things that our learners don't need to know (yet).

Key questions to inform your delivery



Motivation
 How are you 'hooking' your learners?



Cognitive load:
 How are you managing cognitive load?

Your role and key tactics you can use

Motivation
 Help learners find value

Cognitive load
 Draw attention to salient points

Tactics:

- Make learner's feel clever
- Offer learner's choice
- Encourage ownership
- Link to learners' reasons for being
- Use questions and names to build relationships and make learning personalised

- Make it easy to access (simple steps)
- Make it easy to acquire/consume (manage the volume over time)
- Connect new with old (make it feel familiar)
- Less is more - prioritise the essential information

Recommended resources for further exploration - academic papers

- Self-determination Theory
- COM-B Model
- Attention span

- Cognitive Architecture & Instructional Design
- Cognitive Load Theory Approaches

Workbook created for the ADAK educator project, including tools and prompts to help record learning, which encourages elaborative rehearsal, improve encoding and support recall.

ATTENTION: General Notes

What do I need to do to get the most from this experience?

What is one thing I need from others to get the most from this experience?

Describe two people you will educate.. how might this inform or influence your delivery?

PERSON 1: Who's easiest to work with?

Age
Job
Interests
Education
Athletics
Experience
Motivation
View of you

PERSON 2: Who's hardest to work with?

Age
Job
Interests
Education
Athletics
Experience
Motivation
View of you

What stops learners from paying attention?

What can you do to re-engage learners and maintain attention?




YouTube Channel

Check out our YouTube Channel for a further look at the variety of work we have done!



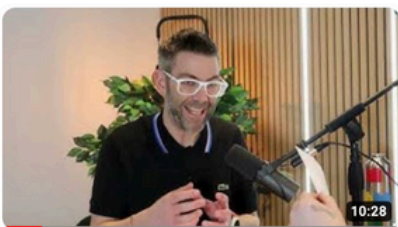


Kurt Ewald Lindley
 @BeMoreLND · 13 subscribers · 22 videos
 I'm #BeMoreLND - Kurt...well Kurt Ewald Lindley to be precise. And yes it is Ewald not Ed...

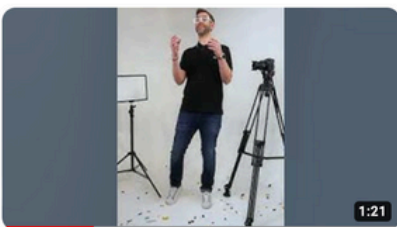
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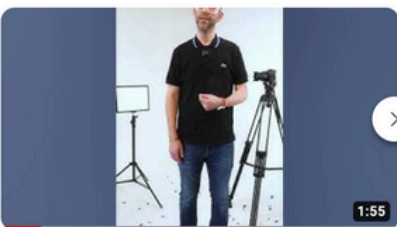
For you



ASRI Podcast - a model for learning design and delivery explained



ASRI Explanation and Learning



ASRI a model for Learning Design and Delivery in everyday situations

[ASRI Playlist - click here](#)

OR



Who we've worked with (and what they say)



Chris Wright

Role: Head of Health & Wellbeing

"I first engaged Kurt and Be More Learning and Development Limited, to develop the professional development content for Boys Move, as I wanted a professional who understood the theories of learning and would bring a fresh, insightful perspective of what a learning experience needs to look like, particularly in a post-Covid world of education."

Not only did Kurt absolutely deliver on the brief of developing highly engaging, interactive and thought-provoking content; he also went the extra mile in bringing in different perspectives and adding value to the content and delivery."



Workshop Title: Engaging Learners Early Online

Learner Quotes

"Kurt's ability to deliver the message simply is a breath of fresh air. A lot of tutors I have had in stuff like this in the past bamboozle with!"

"The presenter practised what he was preaching and enhanced our learning by setting a good example."

"Wow! I did not know this stuff before and it will be a great help."



Workshop Title: Tools for engagement - getting more from each interaction

Learner Quotes

"Really useful, I liked that Kurt was being quite Meta in saying 'did you see what I did there?' and useful techniques, things to be aware of. Very useful day."

"I hope this is just the beginning. I took so much away from it, practical things you can apply when presenting to people. Giving examples of practical formats to actually help coach people or help them make their own decisions."



Julia Hardy - a learner on the WADA Trainer Programme

Role: Head of Risk and Information, UK Anti-Doping

"The ASRI model in particular has been invaluable to making sure that by whatever means I communicate, people are listening to me, understanding and making sense of what I say, remembering it and I am encouraging them to find ways to use that knowledge. It has without question made me more effective in my job whether it be writing emails, social posts, presentation drafting and delivery, networking, 1:1 conversations, inductions, coaching or formal training. The section on co-presenting has also been useful as Kurt and Laura showed us how it worked for them. Hearing about radical candour has also helped me with my line management around how best to provide feedback."



For enquiries, contact us.

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07876 794 960

SCAN ME



Don't be shy – get in touch
www.bemorelnd.co.uk

*"Learning is a '**wicked**' problem!"*
We can help you **mitigate** for this.



Sport Northern Ireland
Science of Learning Filming



Vascular Perspective
Ideation Workshop