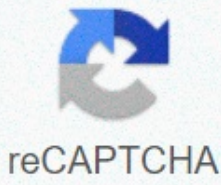




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Peak anders ericsson book pdf

2016 book by K. Anders Ericsson For other uses, see Peak (disambiguation). Pic: Secrets of the new science of AuthorK expertise. Anders Ericsson, Robert PoolCountryUnited StatesLanguageEnglishGenreScience, non-fiction, psychologyPublisherEamon Dolan/Houghton Mifflin HarcourtISBN978-0544456235 Peak: Secrets from the New Science of Expertise is a scientific book published in 2016 by psychologist K. Anders Ericsson and science writer Robert Pool. The book summarizes the results of Ericsson's 30 years of research on the general nature and acquisition of expertise. Aimed at a secular audience, Peak is an exhibition book on deliberate practice, a term coined by Ericsson to refer to the specific learning method used by experts to achieve superior performance in their fields, and mental representations. The book was written in part as a response to the distorted but increasingly mundane idea of the 10,000-hour rule, popularized by Malcolm Gladwell in his 2008 book Outliers and which Gladwell had based on Ericsson's own research. In this regard, Ericsson also published an excerpt from this book in Salon entitled Malcolm Gladwell deceived us: Our research was the key to the 10,000 hour rule, but here's what was oversimplified. A website dedicated to the book was launched in 2016. Overview The central theme of this book is the concept of deliberate practice, and the authors spend an important part of the book exposing the differences between deliberate practice and related types of practice, such as deliberate practice, another very effective method of learning. The key to these discussions is the idea of mental representations, which are an encoding of external reality in the physiology of neurons. The authors consider solid mental representations to be the essential element of expertise and superior performance in general, and therefore very little time is wasted on discussions about the intellectual quotient or the debate about nature versus maintenance. Since mental representations are acquired throughout an individual's life, they can be learned. Deliberate practice therefore aims to study and enlist the principles of the type of learning that produces strong and refined mental representations. References - Robert Pool, Anders Ericsson (April 10, 2016). Malcolm Gladwell was wrong: our research was essential to the 10,000-hour rule, but here's what's been oversimplified. It's a living room. Excerpt from 5 MINUTE READ Peak: Secrets from the New Science of Expertise, Anders Ericsson and Robert Pool 336 pages - Paperback - France Audiobook type: Non-fiction (philosophy/science), practical. IN BREF: The right type of practice over a sufficient period of time leads to improvement. Nothing else. SYNOPSIS: A practical, practical, primer on the primacy of deliberate and deliberate practice in the performance of experts - by the psychologist and scientist, Anders Ericsson, and scientific writer, Robert Pool. NOTE: Anyone who is now good at something was once bad at it. But what separates the amateur from the expert? The answer, ericsson and Pool tell us, is practice. Of course, the right motive, the mindset and the opportunity are important. Necessary, perhaps. And even genes play a role. Yet no matter what life you are assigned, or the field you are dealing with - no one does expertly to anything without practice. But there's a trap. You see, there's more to practice than grain, determination and 10,000 hours. In fact, the quantity is only half the equation. The other half? Quality. An ingredient as obvious as often overlooked. So what does high-quality practice look like? And how can you start today? This is precisely the puzzle to which Ericsson has dedicated his life. That's the paradox of Peak Base Camp. THREE LEVELS OF PRATIC The answer begins by defining three levels of practice: naive practice - Is the practice: Neither deliberate nor deliberate (see below); and characterized by blind swings and hope. Deliberate Practice - Is it practice that: Takes place beyond your comfort zone, requiring constant effort, almost maximum; Works to well-defined goals that target a specific aspect of performance; Establishes and follows a plan of steps for babies that clearly support these goals; Uses all the attention and conscious action to control and adjust performance; Develops detailed and effective mental representations that guide you on what to do or how and why you are not up to the task (i.e. creates clear internal feedback); and keeps you motivated with constant signs of improvement. Deliberate Practice - Is it a deliberate and informed practice, guided by a teacher familiar with the abilities of experts and how to develop those abilities; and begins with external feedback led by teachers, but increasingly leads to internal self-monitoring. IT should be clear that naive practice should be avoided. And yet, many of us start or slip into it. Ericsson's message? Progress is not built on just 10,000 hours and senseless repetition is not the path to expert performance. Deliberate practice is the bare minimum to ensure clear and consistent progress. But it is not an easy skill. To apply it, you need to make a conscious and continuous effort to incorporate its features into your How do you know when you are deliberately practicing? Deliberate practice must feel arduous, demanding and yet still achievable, it should feel like flow. The best option of all is deliberate practice. But to do this is to combine good useful practice with excellent top-down coaching. An easier-said task than done. How do you find a good teaching? Teaching? find some good advice in Daniel Coyle's The Little Book of Talents. For now, Ericsson and Pool offer three tips: Find someone accomplished to the skill - ideally, who themselves have reached at least the level you are aiming for; Find someone who is knowledgeable and experienced in teaching in your chosen field - ideally, with experience teaching people like you (i.e., your age and level of experience); and change your teacher as you change yourself - keep moving forward move on other than surpassing your mentor. Of course, finding the right teacher is half luck. And, while times are changing, getting the best education still depends to a large extent on being in the right place, at the right time, knowing the right people and having the right resources. So how can you practice deliberately when your appetite oversizes your possibilities? BRICOLAGE, DELIBERATELY The answer, says Ericsson, is to get as close as possible to the ideal. If teaching is an option, take it. If not, use the following process until circumstances change: identify the expert artists - either the best goal (where there are rankings) or even just your personal heroes. Find out what makes them so good - read their stories, analyze their performance, learn all you can about their journey. Find training techniques to do this - Experiment, test, learn, adjust and repeat. To overcome the inevitable plateaus in your training, Ericsson suggests: Push yourself well outside your comfort zone and see what breaks first - this will help force your bottlenecks to the surface for you to identify and work on; and not just try harder, but try differently - if you do what you've always done, you can get what you've always gotten; come to barriers in different directions for a new perspective. With a little thought, the expert inspirational exercise can be developed and barriers to learning can be circumvented in almost any field. And that's the whole point of deliberate and deliberate practice - it's deliberate and deliberate. Good quality practices do not happen by chance, it is meticulously planned and carefully designed. CONCLUSION So there you have it. Will the above tips make you the best in the world with your chosen skill? Probably not: even the most blessed and promising artists face countless unpredictable challenges on their way to the top of their field. But could it make you the best in your school, business or country? It's do it. Could this help you find the joy of mastering something you love? He certainly will. And would it be better than grinding without a mind around 10,000 hours in the hope that everything will just fall together? You betcha. What are you waiting for? Find a skill that excites you, resolve to practice it deliberately - or at least deliberately and go to bed every day a little wiser than you were when you woke up. And remember the main lesson of No matter where you are, who you are, or what you do - with a little practice, you too can achieve extraordinary things. K. Anders Ericsson writes a good book with many practical applications that is victim of the classic statistical error type 2 (false negative). Let's start with the good things. Ericsson tells many cool anecdotes about the usefulness of deliberate practice. It never really defines deliberate practice. But basically, it means getting a coach and performing targeted exercises to improve while analyzing the results. It's pretty easy. There is also cool material on improving mental state K. Anders Ericsson is writing a good book with lots of practical applications that is a victim of the classic statistical error type 2 (false negative). Let's start with the good things. Ericsson tells many cool anecdotes about the usefulness of deliberate practice. It never really defines deliberate practice. But basically, it means getting a coach and performing targeted exercises to improve while analyzing the results. It's pretty easy. There is also cool material on improving mental representations. The stories are encouraging, and they broaden the perspective of what is possible. Now for the negative. Well, first of all, the what should I do? part of the book could have been written in about 5 pages. But it doesn't matter. This is the big deal: And this, more than anything else, is the lesson that people should take away from all these stories and research: There is no reason not to follow your dream. Deliberate practice can open the door to a world of possibilities that you may have been convinced were out of reach. Open this door. This, my friend, is really destructive nonsense. Because Ericsson is the victim of the Type 2 error. The search for his life is based on taking really successful people, moderately successful people, and kind of successful people and trying to figure out what the difference is. There, in music, chess, hockey and baseball, he found that there was a strong correlation between deliberate practice and expertise. But I would bet a lot of money that Dr. Ericsson never played sports at a young age. Because guy 2 is missing, the fake negative. It does not take into account children who practiced harder, longer, with better coaching than anyone else, and always sucked in. It's a common story. Do you remember the child who had incredible explosive speed but had no coordination? Coaches spend all kinds of time with these kids because of their potential. But after years deliberated with great coaches, some of them just can't catch. They're not coordinated. In explosive sports, basketball, football, sprints, jumping, boxing, talent is king. Read this article, for example Lombardo, Michael P., and Robert O. Deaner. You can't teach speed: sprinters falsify deliberate Model of expertise. PeerJ 2 (June 26, 2014). doi:10.7717/peerj.445.In skills-based sports, hockey, baseball, tennis, skill practice makes a big difference. In any sport, practice is what differentiates the great from the good. This is important, and that is why it is so evident in Ericsson's research. But Ericsson didn't spend his time trying to find all the people who put in years of hard, smart work with great coaches and just never became good. They did not learn to sing, catch, run fast or jump high. Genes do not guarantee success, but they are always important. The same goes for public speech, art, science, mathematics. There is a reason why most theoretical physicists are really intelligent and that is not because the less intelligent people simply haven't worked hard enough. Don't lie to people and tell them to pursue any dream they have, no matter what their situation. It's a recipe for grief. Be honest and tell people to work hard and train smart. Tell people that they can always improve if they are willing to pay the price. That's enough. But he doesn't sell a lot of books. Here are some of my favorite quotes: Without feedback, either from yourself or from outside observers, you can't understand what you need to improve or how close you are to achieving your goals. (p.34) In the brain, the greater the challenge, the greater the changes, to a certain extent. Recent studies have shown that learning a new skill is much more effective at triggering structural changes in the brain than simply continuing to practice a skill you have already learned. On the other hand, pushing too hard for too long can lead to burnout and ineffective learning. The brain, like the body, changes most quickly in this sweet spot where it is pushed outside, but not too far outside - its comfort zone. (p.58) This was correct, however, because the actual action occurred once the pilots landed, in what the navy called post-action reports. During these sessions, the trainers kept grilling the students: what did you notice when you were up there? What steps have you taken? Why did you choose to do that? What were your mistakes? What could you have done differently? If necessary, the trainers could take out the films from the encounters and recorded data from the radar units and highlight exactly what had happened in a dog fight. And and after grilling, the instructors would offer students suggestions on what they could do differently, what to look for and what to think about in different situations. Then the next day, the trainers and students flew away and started all over again. (p.131) One of the implicit themes of the top gun approach to training, whether to shoot down enemy aircraft or interpret mammograms, is the emphasis on doing so. The bottom line is what you're capable of doing, not what you know, know, it is understood that you need to know certain things in order to be able to do your job. This distinction between knowledge and skills is at the heart of the difference between traditional pathways to expertise and the deliberate approach. Traditionally, the emphasis is almost always on knowledge. Even when the end result is to be able to do something — solve a particular type of mathematical problem, for example, or write a good essay — the traditional approach has been to provide information on the right course of action and then rely primarily on the student to apply that knowledge. Deliberate practice, on the other hand, focuses solely on performance and how to improve it. (p.145) All of these elite players were committed to chess, and at first those with higher IQs had a little easier to develop their ability. The others, in an effort to follow, practiced more, and after developing the habit of practicing more, they actually continued to become better players than those with higher IQs, who initially did not feel the same pressure to follow. And here we find our main message to take away: In the long run, it is those who practice the most who prevail, not those who had some initial advantage in intelligence or another talent. (p.248) -- I do not agree with this quote, but I think there is a lot of truth in it. ... More... More