



*a podcast about
how we learn,
how we teach,
and how they overlap*

Episode 18: How to Get Out of a Slump

[Theme Music]

Adam: Hi, I'm Adam Sanford, I'm an academic life coach and professor in Los Angeles.

Dinur: And I'm Dinur Blum. I'm a college professor in Los Angeles. And this is Learning Made Easier, a podcast where we discuss how we learn, how we teach and how they overlap.

Adam: Welcome back to Learning Made Easier! This is Episode 18, where we'll talk about what to do when you're in a slump, and how to get out of it.

Dinur: When students and teachers get into a slump, it's really, really hard to get out of it. Being in a slump doesn't always look like you're depressed, or down, though. Here are a few examples of what it looks like when you're in a slump.

One small thing just starts snowballing into another, into another. You didn't do as well as you would have liked to do on a given test or a quiz or an assignment, and now you're starting to doubt yourself. Everything in all of your classes is zooming by you. You're grasping frantically. You're trying to get a handle on things.

But the information that you need is already behind you, and you don't know what to focus on, and the more you try, the more frustrated you get. Before too long one bad quiz or assignment or test leads to a second one, or now it's spilling over into different classes. Or maybe you feel like you absolutely cannot, will not succeed, no matter how hard you try. And at some point, you just want to give up. You want to surrender. You feel like, just, "what's the use? I'm not going to succeed no matter what I do."

Know these are confidence issues, and confidence can be fragile. Right now the Baltimore Orioles have a player named Chris Davis, and Chris Davis has not had a hit in his first 53 at-bats in this season. He has no batting average right now. And he's paid millions and

millions of dollars. He's frustrated, the team's frustrated, the fans are frustrated - and a lot of this is a confidence issue, it's between the ears.

Adam: Some ways that you can figure out that you're in a slump: Like Dinur said, you might feel like everything is zipping past so fast you cannot get a hold of it.

But you might also feel like you're buried. When I'm in a slump, I feel like I'm under a waterfall. Like I can't hear very well, I can't see very well, I just feel pressed down.

You might feel like you're at the bottom of a rockslide or the bottom of an avalanche. And you start feeling like everything has to be done right now and there's no way to get everything done right now. And so, you just stop doing anything, because you're overwhelmed.

Being overwhelmed is one form of the slump. Another slump might be that you just lose connection to what you're doing. It just you don't see why it matters. It doesn't seem like it should matter. It doesn't seem like it does matter, even if it should matter. And you don't know why you should care anymore. You've lost your focus, you've lost your ability to see the long-term goal, because you're so buried in short-term issues.

You might find that you keep getting distracted. You might realize you've been sitting in class and you haven't heard anything the teacher said for the last 10 minutes.

You might realize you've been sitting at your study group and everything that everybody else has said has just gone in one ear and out the other.

You might realize that you're trying to read the chapter that's been assigned, and you've been staring at the same sentence, and it is not processing.

Another big indicator of a slump, at least in academics, is you're tired. You're not just physically tired, you're mentally tired, you're emotionally tired. It might feel like you are walking through mud with weights around your ankles. You might be sleeping more than you usually do, or not able to sleep at all.

All of these are indicators of a slump. So, how do you get out of it?

Dinur: Oh, Adam described what a slump was for him when he said he couldn't hear, he couldn't focus, he felt buried. I know when I'm in the slump I feel like there's a giant spotlight on me, and the only thing people see is that I'm not doing well, that I'm failing, you know, and I start to like I'm a fraud or an imposter.

Adam: Imposter syndrome.

Dinur: The truth is there is no spotlight on you when you're in a slump. It's something that all of us go through. Both teachers and students, even if you're not in the education realm - something at work just doesn't go well? People go into slumps all the time. But we don't want to harp on just what slumps feel like. We want to give you tools to get out of them. So, here are a few ways you can get out of a slump.

Adam: So, the first thing and one that my students have told me they find really useful is to set a hot button. Now, what's a hot button? Well, let's talk about that.

When I was in graduate school, and I'm going to use an example first, okay, for myself, from my own experience. My father passed away when I was in grad school. He had expected to see me get my PhD. I had gotten my Masters the previous month, and we knew that he was dying. He had cancer.

And I got my Masters in four quarters, which apparently had never been done before. I set some kind of a record, but my dad died the next month, and so for me it really didn't matter that I had gotten my Masters, because my dad was dying.

So, in the second quarter of my second year of grad school, I was a wreck. I missed the first four weeks of school because of my father's condition. And when he died, I was completely in a slump. I was thinking - what's that, there's a book that I read once. I think it was, yeah, it was Louise Fitzhugh and Harriet the Spy. And there's a point where Harriet's notebook has been taken away from her, and it says, "her thoughts moved like crippled children."

And that's what it felt like to me. It felt like all of my thoughts had been kneecapped, that they could not move. I was supposed to be doing creative work and intellectual work, and I couldn't even figure out how to get from my bed to the car in the mornings. I was completely in a slump.

What I finally did was I realized that I had promised my father, literally on his deathbed, that I would get the PhD. I'm the first person in my family to have a doctorate. And after that first quarter I pulled myself together. I got my incompletes done. I talked with my professors and said, "I'm sorry; you know I know I've been in a slump. I will do better."

And I said the hot button: I promised dad on his deathbed that I would get my doctorate. And then the third-year grad school came. And the third year of grad school is really a slumpy kind of place, because you're done with your classwork. At that point you're not in classes anymore. Now you're doing research, now you're doing guided research, now you're doing a lot of work that has not a lot of immediate benefit and not a lot of immediate, oh, you know,

“good for you!” You're working on your qualifying exams, which are huge frightening things. I mean, you think the SAT is frightening? Try qualifying exams in grad school. And there were lots of times when I was looking at all of this research that I was reading and making notes on, so that I could take the quals, thinking, “I've already got my master's degree, I should just drop out. Why should I...” and then my dad's face would come up, and I would realize, right, I promised my dad I would do this.

And I would hit the hot button and it would pull me enough out of the slump that I would read another two articles and make notes on them, or write another four paragraphs for that article that I was working on that day to turn in. And so, a hot button can really work well.

Now if you're an undergrad, of course, you're not going to be doing the graduate school grind, but I've had undergrads who were first-generation students and whose parents did not see the point of them going to college, whose hot button was “I'm going to show my parents why this is so important.” I've also had students who were first-gen and they had parents who really wanted them to succeed, and they didn't want to let their family down - and so that was their hot button. I've had student athletes who wanted to make sure they kept their sports eligibility; that was their hot button.

I've had one student once who raised his hand - it was like the third year that I've been doing this hot button exercise - at the beginning of class. And he said, “I've got a hot button, but I'm not sure it's okay.”

And I said, “Well, what is it?”

He says, “Well, I want to - my hot button is that I want to get my bachelor's degree in my major, so that I can go out and get a job that makes a ton of money every year and become a rich man. And then, when my tenth-year high school reunion happens, I can go back and find the girl who broke up with me on prom night and show her how wrong she was to do that.”

And the class laughed, and I said, “Well, is it going to motivate you to do what you need to do?”

And he said, “Yes.”

I said, “Then for now, that's a good hot button.”

For two years, he used that hot button, and then he met the girl of his dreams, and then his hot button became “I want to make the girl of my dreams my wife, and I want her to be happy.”

So, it doesn't have to be a permanent hot button, either. It can be the hot button that works for the time period you're in. And I really do recommend this, and it's again, as Dinur said, it's not just tied to academics, you know. This is something you could do at work: “I want to make my boss proud of me” - hot button.

Or you could do this in your volunteer work: “I want to make lives of the homeless people that I work with better in some way today” - that's the hot button. The hot button techniques work really well for getting out of the slump.

Dinur: Right, and like Adam is showing, you're setting something meaningful to you. If you notice, that's a big theme of our podcast, we're offering you advice, but we want you to tailor it to your needs and to your lives, because you're living them. We aren't.

But along with setting a hot button, you can work with groups. I'd like to work in writing groups, where every week or every two weeks we will meet and just say, “hey, what you got done? What are you working on?” And the idea isn't to shame someone if they haven't written much in a given week or two-week period, because we know that that happens.

But if we notice that the same person is struggling week after week, or they suddenly stop showing up, well, we can write to them and say, “Hey what's going on? Is everything okay? I didn't see you here; I'm just wondering what's going on.”

If you're an undergrad or you're in high school, you can work in study groups and do the same thing. Meet somewhere that's accessible to all of you, hopefully somewhat relaxed but it allows you to focus, so the library or a quiet coffee shop. But work together and help each other. Not just understand the material, but if one of your peers is going into a slump, be there for them. And hopefully if you're going through a slump, they are there for you.

Adam: I'm also going to bring in something here about working with groups. Gretchen Rubin, who created the Happiness Project also has a book called the Four Tendencies. We'll put a link to this in the show notes. And she identified four groups of people - basically, we fall into, each of us falls into one of these four groups of tendencies, and its “are you motivated by outside or inside - are you are motivated by outside reasons or inside reasons?”

And there are people called, she calls them “Obligers,” they're a large portion of the population, who are motivated entirely by outside accountability. They can't motivate themselves. This is like - the example she gave in her book was, she had a friend who, in high school, was on the track team, and who was in great shape because she was on the track team. She was there for every track meeting, she was there for every team thing, you know, any competition they had. Then she finished high school, and she stopped running - it was a distance runner and she stopped running. She was at lunch with Gretchen Rubin, the author of this idea, and she said, “I just can't make myself run, you know? it's like there's always something else that I need to do for somebody else and it always takes priority.”

And Gretchen Rubin's Tendency is not somebody who needs outside accountability, so at first this is what set her on a road to finding out that there are these Four Tendencies. But the thing is, if you are a person who works better when other people expect you to get something done, then set it up so that they will. So, if you are someone who does better at writing if you've got an accountability group, and you get together once a week, and say “okay I've gotten my four paragraphs, let me share them with you.”

Okay, if you are someone who does better with outside accountability, and you want to get an exercise routine together, then get together with other people who will depend on you being there. Because this particular mentality - and it's a huge group and not everybody in our audience is going to be in this group - but those who are, a writing group is an amazing way, a study group is an amazing way to set outside accountability, because a lot of people need it in order to follow through. And that's not a weakness, it's just a tendency.

Dinur: And it also comes with the bonus of you being able to split up some work and hopefully cover more material. I know when I was studying for one of my qualifying exams, I studied with two other people in my program, and we had this reading list and just the list was twenty pages long divided into all different categories. And what we would do was, each of us took one or two articles from the main list and then one from each specialty. And each week we would summarize those articles. In that way we would work through the lists together and cover a lot more ground.

Adam: So, another thing that you can do to get out of a slump is to make time for yourself and do self-care. Many slumps are leading to burnout, if you keep pushing and pushing and pushing when you're already in the slump. That's kind of like when your car is stuck in a ditch and you have not moved it, or you don't have anybody to move the tires out of the ditch, you just keep spinning the wheels, you will keep digging yourself in deeper, right?

Now a lot of people hear “self-care” and they say, oh so I'm supposed to want to bubble baths and get chocolates and, and, you know, and spend time lounging on a lounge chair.

No, self care is not fluffy, it's not just comfort, although that's part of it. The other day I read this amazing description of self-care: Self-care is what you do for yourself, so that you don't need to run away from the situation anymore.

Now sometimes, that means changing the situation, but sometimes it means changing your ability to deal with a situation. Sometimes it means getting more sleep, sometimes it means making sure you eat on the regular. If you have to take medication, make sure that you don't skip your doses.

If you need to vent, sometimes it means venting to a friend or getting some counseling. There's no shame in self-care. But if you don't do self-care it's going to be much harder to get out of slumps.

Dinur: Right, Adam mentioned that you feel like you're stuck in a ditch, I would almost use a similar analogy. Your gas gauge is on empty, the orange light is on and you're trying to floor it, but you're going nowhere and you're getting more and more frustrated, you don't know what to do. Well, taking care of yourself, refilling that gas tank, lets you empty it out, it lets you work out of that slump.

Adam mentioned changing your situation or changing your behavior. You can change your routine or change your habits. If your routine isn't working and you're in a slump for whatever reason, something isn't working, then change. Maybe you change how you study, maybe you change where you study, or what time of day you study, or, if you've been studying alone, now you start to study with someone. Changing these behaviors can affect your results, they can help pull you out of that slump.

Adam: Another thing to remember, and this is hard for all of us, be aware that your feelings are not facts. No matter how much you feel like something is a certain way or something has to be a certain way, 9 times out of 10 that's just a feeling, it's not a fact. Here's how to tell the difference between a feeling and fact. If there's any adjectives attached to it, it's a feeling. If there's no adjective attached to it, it's probably a fact.

So, for me, “there's a dog in the yard” - that's fact. “There's a terrifying ravenous rabid dog in the yard” - that's probably a feeling, because I'm afraid of dogs.

And often our slumps are based on a feeling, a thought that leads to the feeling that we're already a failure, we're not worth it anyway, so why should we even try? That's a fixed

mindset. Remember we talked about the fixed mindset in several different episodes already. Get out of the fixed mindset. Every day find one way to combat this feeling that you're a failure. List three things that went well because of something you did, or some way you contributed to those things, even if it's small.

"I helped somebody stop the bus before it drove away." Okay, that's something that went well for someone because you contributed by flagging the bus driver, saying, "hey, that person's crossing the street and I know that they're going to be on this bus."

Or it could be something where you did well on a quiz, because you worked hard on your study and you studied intelligently and you studied effectively. And you can walk out of the quiz feeling pretty good you know you did well.

The more you can rack up, "this went well because I did this thing," the more you'll get away from that specific feeling of "I'm a failure."

You are never a failure. You may have failed, but that is something you did and can be changed. You are not intrinsically a failure. You always have worth.

Dinur: And you can recognize that everyone, even your teachers hit walls, we have slumps. And sometimes both you and we need to hit the reset button, via self care.

Another way that I deal with my slumps is I'll try and work through them. So, one thing that I'll do, for example, is I'll work on simple data entry work on a research project when I can't write. Because this data entry is something productive, it's something I'm going to need to use later on. It's simple, right I'm typing in numbers I'm just making sure everything is organized.

Adam: You know, I would actually use the sports analogy for that, you're switch-hitting.

Dinur: Yeah.

Adam: Oh, you're - right now you cannot hit the ball into the stands, but if you switch hit you might be able to hit a bunt. Okay, the bunt is not as impressive but it still moves the team forward, doesn't it?

Dinur: It's going to sound counterintuitive or weird, but think of this as trying easier or trying differently, right. You're focused, you're hyper-focused on what's not going well. Take your mind off of it by focusing on something different. So, work on different material, take care of yourself, because this helps you relax your mind and refocusing helps you think of new

solutions to problems. And I can give you examples from both my dissertation and from current research I'm working on.

I wrote my dissertation on the academic obstacles that college student athletes face, and how to help them. And I was really stuck trying to figure out “how do I frame this; how do I think of this in terms of theory?” And, I remember, I was going to an LA Kings hockey game, and I was just kind of talking to myself a little bit through the ideas for the dissertation. And I said, “Well, why do I think that student athletes might be struggling?” And I said, “well, maybe they're told that school doesn't matter.”

Like, okay, well, which of the athletes would be told this, like that seems kind of weird, what coach would want to sabotage their player's grades? Because no teacher would tell them don't worry about classes. And I said well, you know, and it was something that was eating at me but at some point I said “well I wonder if there's a race component, are some student athletes being told hit the books because you're not going to play professional football or basketball, and are some being told don't worry about your grades because you are going pro?” And if so, are we seeing that based on how well they had played, are we seeing that based on their race, are we seeing that based on how old they are? And that just started helping me think about it a little bit because I was relaxed, that I wasn't focused on what I don't know. I was now just trying to follow a train of thought, and that relaxed thought ended up helping me eventually write the dissertation.

I also do a lot of research with a colleague, Christian Jaworski on the social causes of mass shootings in the United States. And the times where I've been stuck on writing about, you know, our research, I'll go for a walk. Or I know the other night I randomly had a thought in the shower about how I wanted to apply part of criminology theory to explaining this, and how we could update that theory to make it be a little bit better fitting for this phenomenon.

Adam: And the other thing is that this “trying easier” is a form of self-care too. It's taking the pressure off; it's allowing your brain to do something else. You know, if you are a weightlifter you know that you aren't going to bench better if you bench every day. You're actually going to wear those muscles out ,maybe injure them. You've got to give them a break right, you've got to give them some time away, so that they can recover and build. And Dinur mentioned taking a walk going for a walk and exercising - heck, take a shower. Einstein said he often got his best ideas while he was taking a shower, Dinur just said he got an idea while he was in the shower. And maybe the reason that the shower helps because there's really nothing

else to do. So, your brain's is going to just wander around freely and muse on all kinds of things.

Taking a walk in nature can also help. You know if you can go like if you're in New York City go to Central Park. If you're in a smaller city there's going to be a park somewhere; go sit under a tree. Maybe do some sketching, do something creative. If you're a musician, maybe pick up your guitar and just sit there and play the guitar for a little while.

But do something very different, exercise is one, taking a shower is another, taking a run. There's a bunch of different things you can do instead of sitting there hitting the books and hitting your head against the books and trying to find a way to force this.

Dinur: I'd even recommend if you're not going to go for a walk in nature, go for a walk with your headphones on. Listen to some music or a podcast or a book, something that takes your mind away from your slump and focuses it on something completely different, that you hopefully enjoy.

Adam: Because oftentimes, that allows your mind to "cook" it on the back burner. And Dinur is going to talk about this a little bit more in Episode 27, but the thing about it is that the more you focus on something, paradoxically, the harder it is to process it. If you're not in flow, it's forced and you'll know if you're in flow, because if you're in flow, the time just disappears. You don't realize how long you've been sitting there doing this. You know, you've been working on something really interesting, and you look up and it's six hours later; it felt like twenty minutes.

If that's happening you don't need to back-burner it, but if you do, then do that. And Dinur is actually the one who's put this in the notes - can you take that?

Dinur: Yeah, so I know that I've mentioned issues with both the dissertation and with the mass shootings research. Well, after I'd come up with this idea, I started working on part of the mass shootings research and just writing it out. Spelling out some of the ideas that I had and then combining it with work that Christian and I had done and conversations we had, and before I knew it, I had about 7 or 8 pages written and it was three hours. And I felt like I had been working at this for maybe 10 minutes. Like, I was just throwing ideas here and there and before I know it I start to see that these ideas are taking form.

Now they're written "stream of conscious," so I wouldn't try and publish it as they are, but it's at least words on the screen that now I can work with or Christian can work with. And it's because I allowed myself to relax a little bit to the point that the idea was able to creep in.

Because if I just focused on why something wasn't going well, why I couldn't write about this research, or when I was doing the dissertation, there were times I would definitely get stuck, and I don't why are the words just not flow, why am I stuck for 10 or 15 minutes trying to find one word.

Well, that relaxation kind of, for whatever reason lets the brain slow things down. And it lets it make sense of the information that's in it and try and make connections that, when you're hyper focus on it you're just not seeing.

So now, Adam's going to tell teachers how we can use this information.

Adam: So, the first thing to do is to recognize that a slump is often where the frustration and anger of your students are coming from. If they're slumped, they're already frustrated. If they're frustrated, they might be angry - with you, with themselves, with their situation. They might not be able to cope with the fact that they're stuck.

And if they're a student who has normally been told all their lives that they're smart and now they're stuck, that's an ego blow that's just something that is really hard to deal with. If they are a student who has been told they're not smart they may be seeing this as just "oh, well, you know, more the same, you know, obviously I'm stupid."

And then their frustration and anger may show up in class, it may show up in office hours, it may show up in emails. Try not to take it personally because it's not about you. It's not about what you're teaching them. It's about the hurdles that they have run into. And they may say "you're giving me too much work" and you may, like me, say, "I'm giving you the opportunity to redo it." But for some students that just feels like more pile-on, more work, more pointlessness, why am I doing this when I'm already bad at it? you want me to do nine times, as much of it? You know, that's how it comes across to the students.

So, don't take it personally when your students are in a slump. And don't take it personally when you are either. Because we all hit slumps, I have hit slumps in teaching, I've hit slumps in research, I have hit slumps in coaching, where I'm like "I have no idea how to fix this problem, I don't have any idea what to tell this person." Well, maybe it's not my job to fix it, maybe it's just my job to listen. Maybe it's just my job to empathize and say, you know, "I know how bad that sucks, I'm so sorry that you're going through this, what can I do to help?" And they may not know what you can do to help. They may say. "I don't know! I just want you to realize that this is impossible."

One thing that I read recently that I thought was really important, there are a lot of people who really think it's important to be gatekeepers. And we need to move away from this idea of gatekeeping, because if we are gatekeepers, we are missing students who really are struggling and we look at them and say, "oh, you're just lazy" or "you're just not trying" and that's not the case at all.

And one way we could do this, you know, is the idea of universal design is we can just design our classes that - all of them, you know - that everything we do in a class is designed as if all the students, are students who are dealing with disabilities. Because if we do that, that lifts some of the pressure. So, for example one of my policies is, yes, I'll put due dates but frankly, if a student needs more time, I'll extend the due date. It's not a big thing. Because I can't make learning happen at the same pace for everyone. If they're in a slump, expecting them to just get over it is really unrealistic and cruel.

Dinur: Yeah.

Adam: And it's also unrealistic and cruel when we do that to ourselves. I mean beating yourself up does not help. In a podcast I listened to just yesterday, one of Brooke Castillo's podcasts, she talked about the types of discomfort, and being in a slump often is created by one of the two types of discomfort. And she identifies it as non-productive negative type, which is you're beating yourself up every time you don't do something perfectly, every time something goes wrong, every time something doesn't go perfectly right, you're beating yourself up.

And beating yourself up is a great way to get yourself into a slump. And her argument is that, the other kind of discomfort is the kind that will actually get you out of a slump, and that's where you discipline yourself. Where you say "okay, today I'm going to do these three things, and I'm going to do them at a B-minus level. I'm not going to get them done perfectly, I'm just going to get them done." And getting it done often helps with slump because you may not have hit a homerun but you got the team to second base.

Dinur: Absolutely. For teachers: be open, be available for your students to communicate with you. If they email you or they ask to talk to you, because they're frustrated or things are just zooming past them, understand that you might be frustrated with, you know, the work or the grade that they're getting, and they're going to be just as frustrated if not more so. Like Adam said, there are some people, some students, that are afraid that a slump means they're a bad student, or that they're stupid, because smart people don't go through slumps.

But, no, that's not the case! Smart people go through slumps all the time. And it's on us to recognize and, in a sense, to offer advice, to comfort students. And to say, "you're hitting a slump you're hitting a wall, it's not the end of the world, you're a good person, you're still a good student." It's on us to try and break that thinking, to try and force that disconnect. And to show that a slump is not the end of the world.

Adam: And again, be open about your own slumps, because empathy goes a long way. When I've told that story about when my father died and how I was a complete wreck for about three months, I've had students come to me and say, "I didn't think teachers had problems like that." It's like, you know, when in Episode 10, when we were talking with Dr. Stacy Smith, she said, you know, "the students, they see us in the grocery store, they don't realize that we have lives off campus."

Well, they don't realize that we have lives at all, and when we let them know we're human, we have been through this, this is normal, you will get through this, there's, you know, this is not the end of the world, it is just a slump. It often helps enormously to hear that from someone in authority, from someone who has the the credentials, you know, the cred, to say, "yeah, it sucks and I've been there. And it's totally something that that I understand and I do not judge you for it." I think that's an important thing too is to let students know, we're not judging them for having a slump. We recognize this is a normal thing.

Dinur: We've geared a lot of this episode towards students, but Adam and I have a few tips for you. Now the first one is, just as we told teachers to be open about their slumps with you, recognize that everyone - you, your parents, your teachers, your bosses, we've all gone through slumps at different parts in our lives and we're still here. Well that should tell you that a slump really is not the end of the world. If Adam and I have both hit slumps and we've both earned PhDs, that clearly means that a bad stretch at school doesn't mean you can't progress and can't do well.

Adam: Another thing to remember, and this is also very difficult in our very judgemental society, a slump says nothing about who you are as a student and nothing about who you are as a person. It just means that right now, things are not going your way. When my father passed away, the reason things were not going my way is because my dad was my best friend. And when he died, I literally - I lost my rudder, I had no sense of how to navigate in the world. I was just calling my dad up every day and saying, "hey Dad, how's it going? um, this happened today, can I get your advice." My dad was like my rock, and so of course I was in bad shape. But did that make me a bad person? No, it just meant I was in bad shape.

And it's okay, if things are not going your way. It does not mean that that's permanent, everything in life is temporary, including life.

Dinur: Adam extolled the virtues of self-care earlier. Practice self-care, do what you need to do, right. Make sure you're eating, make sure you're drinking enough water, go for a walk every now and then. And find a routine or routines that work for you. How do you study? What time of day? Where do you study? Are you studying alone or with people? Find something that works for you.

And Adam and I emphasized working together in small groups as ways of both accountability and is pulling each other out of slumps. You can make group work, in that sense, be part of your routine.

Adam: So, that's what we have for you for Episode 18.

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Dinur: Be sure to join us next week for Episode 19, when we talk about how to stop judging yourself. It may sound difficult, but we're here to help you make it easier. You've been listening to Learning Made Easier, a podcast about how we learn, how we teach and how they overlap.

Adam: We want to say thank you to all of our supporters on Patreon, who make this podcast possible.

Dinur: If you want to support us please go to www.patreon.com/learningmadeeasier.

Adam: And we look forward to seeing you next week.