

**To learn
anything
fast and
effectively,
you have to
see it,
hear it and
feel it.**

TONY STOCKWELL
*Accelerated Learning
in Theory and Practice**

*Published by EFFECT (European Foundation for Education,
Communication and Teaching), Liechtenstein.

**The mind
is not a
vessel to
be filled
but a fire
to be
ignited.**

PLUTARCH*

* Greek biographer and essayist, written almost 3,000 years ago.

**When I taught
new safe-driving
techniques
to truck drivers,
we welcomed them
with Dolly Parton
music—and
they loved it.
It immediately
told them they
were welcome.**

**CHARLES SCHMID
founder of the LIND* Institute**

*Learning in a New Dimension. Comment in author interview,
San Francisco, California.

**Since the brain
cannot pay
attention
to everything . . .
uninteresting,
boring or
emotionally
flat lessons
simply will not
be remembered.**

LAUNA ELLISON
*What Does The Brain Have
To Do With Learning?**

*Article in *Holistic Education Review*, Fall 1991.

Human Bingo

Find someone who has done the following
and write each name in the square

A kinesthetic learner	Owens a rowboat	Uses graphics in their workshops
Has a piece of the Great Wall	Plays an harmonica	A visual learner
Slept in an airport overnight	Has been to Bulgaria	Has taken part in a funny business luncheon
An auditory learner	Has taken a Dale Carnegie course	Is a good singer
Loves music	Is a great high school teacher	Is a fabulous cook

A Human Bingo Game: the type used by Libyan Labiosa-Cassone and Philip Cassone to break the ice in a seminar session at an annual conference of the International Alliance for Learning.

Jeannette Vos uses the technique regularly, for example in social studies classes. Each student may receive a duplicated page of questions on a subject such as China or Japan, and each is encouraged to wander round the room at the start of class to find the answers from fellow students.

She also uses it to bring out the importance of rapport and relationship as the foundation of teaching and learning.

Is it possible to learn 1,200 foreign words a day?

The most remarkable claims for accelerated learning in foreign-language training have come from Dr. Georgi Lozanov.

He reports* that Bulgarian students have actually found it easier to remember between 1,000 and 1,200 new foreign words *a day* than 500 words.

Here are the results he records from 896 “suggestopedic” language-training sessions:

<u>Number of of words given in session</u>	<u>Number of students in session</u>	<u>% of words memorized per session</u>
Up to 100	324	92.3%
100 - 200	398	96.8%
201 - 400	93	93.1%
401 - 600	53	90.4%
1000 - 1200	28	96.1%

*Dr. Lozanov's results are reported fully in his book, *Suggestology and Outlines of Suggestopedy*, published by Gordon and Breach, New York (1978).

Both the current authors were present during Dr. Lozanov's keynote presentation to the Society for Accelerative Learning and Teaching in Seattle, Washington, in 1991.

It is fair to report, however, that in all our research we have not encountered results outside Bulgaria that come anywhere near matching the ones reported above. Dr. Charles Schmid, in San Francisco, has reported students being presented with 400 foreign words in a day and being able to use them in conversation within three days (see page 323), a remarkable enough feat.

**Music reduces
stress, relieves
anxiety,
increases
energy and
improves
recall.**

**Music makes
people smarter.**

JEANNETTE VOS
*The Music Revolution**

*Published by The Learning Web Ltd.,
Auckland, New Zealand.

STEPPING OUT

MY OWN ACTION PLAN

1. **GOAL:**
2. **ECOLOGY CHECK:**
What resources do I have? What's in it for me?
What's in it for my world?
3. **COMMITMENT:**
Am I willing to put forth all the effort needed to achieve my goal?
4. **ACTION:**
First step:
Next step:
Follow-up:
5. **ANTICIPATED ROADBLOCKS:**
6. **MONITOR:**
How do I monitor? How am I doing?
Who can mentor me?
7. **SUPPORT:**
What support do I need?
8. **REVIEW:**
Do I need to adjust anything to achieve my goal?
9. **SELF ASSESSMENT:**
To what degree did I achieve my goal?

A simple checklist used by Jeannette Vos to help students set and focus on their goals.

**Your most
valuable
asset
in learning
is a
positive
attitude.**

BOBBI DePORTER
*Quantum Learning**

*Published by Dell Publishing, 666 Fifth Avenue,
New York, NY 10103.



Try this balloon test to match your abilities with others

To demonstrate to any group their individual learning and working strengths, provide each with four different colored balloons. And get each one to select, from the boxes below, his or her eight main strengths.

<p>Creativity (red)</p> <p>Open minded Lateral thinking Brainstorming Visionary</p>	<p>Communications (blue)</p> <p>Writing Speaking Listening Visualizing</p>
<p>Administration (yellow)</p> <p>Financial Structured Logical Sequential</p>	<p>Organization (green)</p> <p>Leader Simplifier Delegator Self starter</p>

Then get each person to blow the four balloons to match his or her main strengths. Thus, if you selected all four in the red box and only one in the blue, you'd blow your blue balloon up to a quarter the size of the red one. Then split your team into groups of four so they combine strengths from each quartile.*

** The balloon-match, as used above, adapted from original concept from Alistair Rylatt, Director, Excel Human Resource Development, P.O. Box 164, Newtown 2042, NSW, Australia.*

**Because music
can both calm
and stimulate,
it offers one
of the quickest
ways to
influence the
mood of a group.**

JEANNETTE VOS
*The Music Revolution**

* Published by The Learning Web Ltd.,
Auckland, New Zealand.

**According to
Lozanov, a
well-executed
concert can
do 60% of
the teaching
work in 5%
of the time.**

TERRY WYLER WEBB with DOUGLAS WEBB
Accelerated Learning With Music:
*A Trainer's Manual**

*Published by Accelerated Learning Systems,
Norcross, Georgia 30092.

Lozanov's music for the two "concerts"*

ACTIVE CONCERT

Beethoven, Concerto for Piano and Orchestra No. 5 in B-flat major.

Mozart, Symphony in D major, "Haffner," and Symphony in D Major, "Prague."

Haydn, Concerto No. 1 in C Major for Violin and Orchestra; Concerto No. 2 in G Major for Violin and Orchestra.

Haydn, Symphony in C Major No. 101, "L'Horioge," and Symphony in G Major No. 94.

Mozart, Concerto for Violin & Orchestra in A Major No. 5; Symphony in A Major No. 29; Symphony in G Minor No. 40.

Brahms, Concerto for Violin and Orchestra in D. Major, Op. 77.

PASSIVE CONCERT

Vivaldi, Five Concertos for Flute and Chamber Orchestra.

Handel, Concerto for Organ and Orchestra in B-flat Major, Op. 7, No. 6.

J. S. Bach, Prelude in G Major, "Dogmatic Chorales."

Corelli, Concerti Grossi, Op. 6, No. 4, 10, 11, 12.

J.S. Bach, Fantasia for Organ in G. Major; Fantasia in C Minor.

Couperin, Sonatas for Harpischord: "Le Parnasse" (Apotheosis of Corelli); "L'Estree;" J.F. Rameau, Concert Pieces for Harpischord "Pieces de clavecin" No.1 and No. 5.

*From *The Foreign Language Teacher's Suggestopedic Manual*, by Georgi Lozanov and Evalina Gateva, published by Gordon and Breach, New York, 1988. See other selections on page 180.

Sample design for a learning game

Getting students to design their own learning game can in itself be an effective learning tool.

Here's one designed by Gordon Dryden to teach the basic principles of innovation: *The Aha! Game*.*

- 1 A brief but graphic color-slide presentation introduces creative thinking and problem-solving, using examples from chapter 4.
- 2 The game is based around eight segments of a pineapple, with each segment an aspect of the marketing cycle: the product or service; the customers; presentation; pricing and profitability; distribution; promotion; building satisfied customers; and taking on the world through niche marketing.
- 3 In one version of the game, 11 key marketing tips are numbered in a workbook under each segment. Students roll two dice, and, whatever the total, they discuss the implications or run quiz shows to find telling examples.
- 4 Another version is a board game, with cards similar to *Trivial Pursuit* and Roger von Oech's *Creative Whack Pack*.
- 5 *The Aha! game* generally takes students through a mythical product-problem (such as selling surplus bananas)—and the eight segments provide plenty of “state changes” and breaks—between graphic visual presentation, group workshops, discussion in pairs and quiz shows. It teaches thinking and problem-solving skills along with marketing principles.

* The Aha! Game is copyright The Learning Web Ltd., Auckland, New Zealand.

Novel ways to end seminars

Here are two of the many “accelerated learning” ways* to end a seminar or learning session on a high note, with plenty of fun while encouraging participants to crystallize the main points they have learned:

- 1
 - a. Ask each participant to write, on one sheet of paper, a sentence summing up the main message learned.
 - b. Participants then pair-off, and each has 45 seconds to convince the other that his or her main point is the key one.
 - c. Those two then pair off with another two, with the same conditions.
 - d. Those four participants then line up with another four, and so on until finally half the gathering appoint a spokesperson to argue their agreed main point with the other half.

Allowing about two minutes for each segment, and a little longer for the all-in debate at the end, a conference of 300 people can complete the process in under 20 minutes.

- 2
 - a. Give all participants five minutes to write single-sentence summaries of all the main points they have learned—each on a separate sheet of paper.
 - b. Each one then attaches his or her sheets to a giant noticeboard.
 - c. They each then start moving the sheets about, matching like with like, discussing the reasons.

The size of each selection of main points will then help crystallize the group's conclusions—and enable the facilitator to sum up.

* Both examples here observed at workshop sessions at International Alliance for Learning conferences in America.

**Our aim is still
for our school
to be the best . . . a
school without failure,
where all children
leave school having
identified a talent, a
skill, an intelligence,
through which they
can become
whatever
they want to be.**

**MICHAEL ALEXANDER
Former Principal
Simon Guggenheim School***

*Author interview, in Chicago, Illinois.

The richest component of one of our learning courses is the activation phase. This takes about 75 to 80 percent of the time. We play board games, card games, we play with a ball, we play with paper dolls, we play musical chairs, we play with construction paper. Much like the games you would buy in a toy shop but adapted to make learning fun.

LIBYAN LABIOSA-CASSONE*

*Second-language and accelerated learning consultant to Simon Guggenheim School; author interview, Chicago, Illinois.

Learn a language in record time

In 1993, Bridley Moor High School in Redditch, England, tested the effectiveness of accelerated learning methods for studying a foreign language.

One group of students' German study included ten weeks of accelerated learning methods, and their examination results were compared with others studying at the same level by conventional methods.

On July 16, 1993, BBC television broadcast the examination results:

	<u>Using new methods</u>	<u>Using normal methods</u>
80% pass mark or better	65%	11%
90% pass mark or better	38%	3%

Thus, using new techniques, more than ten times as many students achieved a 90 percent pass mark.

Sources:

School examination results from Mrs Val Duffy-Cross, Assistant Head, Bridley Moor High School, Redditch, U.K. Television program on BBC Midland TV, July 16, 1993.

Course materials and methods from Accelerated Learning Systems, Aston Clinton, Bucks, England: the course outlined on page 177, and used also by the Sydney high school with its French results reported on pages 331 to 333. The course is designed for do-it-yourself home study, but can be supplied with an optional kit for teachers.

How to increase the learning rate 661% with these techniques

Former Boston Professor of Education Freeman Lynn Dhority specializes in teaching second languages by many of the creative learning techniques outlined in this book.

In one well-researched study:

- Three groups of American soldiers studied basic German for 12 weeks using standard educational methods (60 days, 360 hours).
- Another group studied the same subject, using “accelerated learning” techniques, for 18 days (108 hours).
- Only 29 percent of the “standard groups” reached the required level of understanding in 360 hours.
- But 64 percent of the “accelerated learning” group achieved the same ability to read German in 108 hours; and 73 percent reached the required level of understanding spoken German.
- Statistically, that is a 661 per cent better learning rate: more than twice the results in one-third the time.*

*These results are summarized from: *The 661% Solution: A statistical evaluation of the extraordinary effectiveness of Freeman Lynn Dhority's U.S. Army accelerated learning German class*, by Lyelle L. Palmer, Professor of Education and Special Education Chair, Winona State University, Minnesota, in a joint paper with Professor Dhority.

Recommended music guides

The multimedia revolution has enormous potential for music in learning.

It enables those teachers highly skilled in the use of music, art and drama to make their talents widely available to the world.

The first breakthrough came in October 1989, when Voyager Company launched *Ludwig van Beethoven: Symphony No. 9 CD Companion*—the first consumer release to link audio CDs and computer software to create multimedia.

It owed its beginnings to a UCLA classical music class run by Professor Robert Winter in 1982 and attended by Voyager co-founder Bob Stein. Winter used slides, tapes and performances to demonstrate the art of the great composers.

Seven years later, Stein was able to turn teacher Winter's ability into a ground-breaking CD-ROM.

It uses a recording of the Vienna Philharmonic, with soprano Joan Sutherland and contralto Marilyn Home, plus superb commentary by Winter. The CD-ROM includes an essay on *The Art of Listening*, a glossary of musical examples, audio samples and the ability to pause the music at any point and link to

related materials elsewhere on the disc. Winter has since produced several other masterpieces for Voyager, and in 1994 co-founded his own interactive company, Caliope Media.

Accelerated learning teachers wishing to explore the potential for interactive musical CD-ROMs are urged to read *Entertainment In the Cyber Zone*, by Chris McGowan and Jim McCullaugh, Random House, New York (1995).

There are now many other excellent music teachers specializing in accelerated learning, among them: in Australia, Glenn Capelli of the True Learning Center; and in the United States Ivan Barzakov and Pamela Rand of the Barzak Educational Institute; Don Campbell of the Institute for Music, Health and Education; Chris Brewer; and Dr. Arthur Harvey of the LIND Institute in San Francisco.

The newest program available is *The Music Revolution*, by co-author Dr. Jeannette Vos, for publication in 1999. The total program includes six CDs, covering all ways to use music for teaching, training and learning, and a guidebook that gives specific suggestions for using each CD track.

**School
should
be the
best
party
in town.**

PETER KLINE
*The Everyday Genius**

*Published by Great Ocean Publishers, 1823 North Lincoln Street,
Arlington, VA 22207.

Key points on learning styles

Every human being has a learning style and every human being has strengths.¹

It's as individual as a signature.²

No learning style is better— or worse—than any other style.³

All groups—cultural, academic, male, female—include all types of learning styles.⁴

Within each culture, socio-economic strata or classroom, there are as many differences as there are between groups.⁵

Quotations from research by Professors Ken and Rita Dunn*

*The sources for the quotations on this page are cited in the chapter notes for chapter 10, to which they refer. To obtain details of the Dunns' learning and working style checks, contact Learning Styles Network, School of Education and Human Services, St. Johns University, Grand Central and Utopia Parkways, Jamaica, NY 11439.