ACCELERATED LEARNING: OUR SCIENCE

Accelerated learning is a whole system for not just speeding up learning but most importantly for building confidence to apply learning.

It's history; A snapshot

Back in the 70's Georgi Lozanov, a Bulgarian medical doctor and professor of psychiatry developed a revolutionary teaching method that he called 'suggestopedia'. He developed programmes that taught young children to read significantly more quickly and gave them a better grasp of mathematics than their peers. He also developed a language learning programme in which learners were understanding and retaining much more new language than was the case with other methods. His results were validated by both Bulgarian experts and by a UNESCO team.

Over the next couple of decades, a number of academicians, researchers, and professionals engaged in diverse spectrum in the educational training, medicine and psychology disciplines further developed and expanded his ideas. It then found its place in the corporate training in what is today termed as 'Accelerated. Learning' which is considered as a cost saving training programme producing proven positive impact on those trained (Zemke, 1995).

Our development of Accelerated Learning

Early in our careers we sat through many training that was like watching paint dry - the minute hand ticked by and it was all we could do to keep awake. Most of our learning happened by accident, in the moment, by asking questions and being curious or at our own hands through our research (and that was before computers and the internet!) This became our mission - to help people learn effectively and to enjoy doing so.

Colin Rose's "Accelerated Learning for the 21st Century" inspired us to take action and so the business was born. We were hungry learners and went across the Atlantic to hone our skills and read and read and read. We continually stretched our thinking and testing out our ideas; adapting as we grew.

We soon developed a reputation for tackling tricky subjects with ease, cutting time taken for learning and building commimtment to action that companies had previoulsy not seen.

We developed our own approach to reducing learning design time and created our own principles for learning that we still use today.

These principles are not just for the formal learning process but just as critical for LXP design and let's remember for leaders to improve their communication skills and ensure people have both the confidence and commitment to take action.

OUR PRINCIPLES OF LEARNING

"True learning only takes place when someone does something different as a result"

Make it SAVI

We help learners to learn through *moving and doing* (somatic), *listening and talking* (auditory) and *seeing and picturing* (visual) – often at the same time! This caters for individual preferences as well as making stronger memories. To turn these memories into real learning you need to add *reflection and problem solving* (Intellectual) - so people can and will do something as a result.

Use the LEARNING CYCLE

Help learners to maximise the learning potential of any session through:

- *Preparation* – where learners explore what they will learn, what's in it for them and build excitement and curiosity.
- *Presentation* – where new information is uncovered in a stimulating, active way
- *Practice* – so learners develop comfort and confidence with their new skills
- *Performance* – to make sure learners can apply what they have learnt and receive

3 ways of learning (CPR)

Not all learning in real life happens through 'reading the manual'. Instead we often just plunge in and learn in the process. Our own responses to situations also provide us with learning opportunities if we stop to think about them. We can replicate this in the training room by *presenting information* (content), *creating experiences* (process) and helping people *learn from their own response* (reactions).

Promotes DISCOVERY

People learn more when they discover it for themselves rather than being spoon fed answers. And when they have found their own answers they are more likely to put them into practice.

Mirrors REAL LIFE

People need to be able to relate what they've learnt to their own life, work and experience. Otherwise they might learn some great new information or new skills but not know how to use them in the real world.

LAYER Learning

We learn through repetition.

The more often we encounter new information and practice new skills the better we get. It works best to start simple and build the complexi

Into the LEARNING ZONE

People learn more and remember more when they are in a good physical, mental and emotional state. We can help them do this by keeping them mentally challenged, physically active and encouraging an emotional connection to what they are learning.

Set Up, Stand Back & Pull Together

If you want people to learn, (whether on or off the job) make sure learners are clear about the purpose and expectations of what they are doing. Then get out of the way whilst they learn. You then need to step in again to help people make sense of their experience so they can take action as a result.

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