

ACCELERATIVE LEARNING

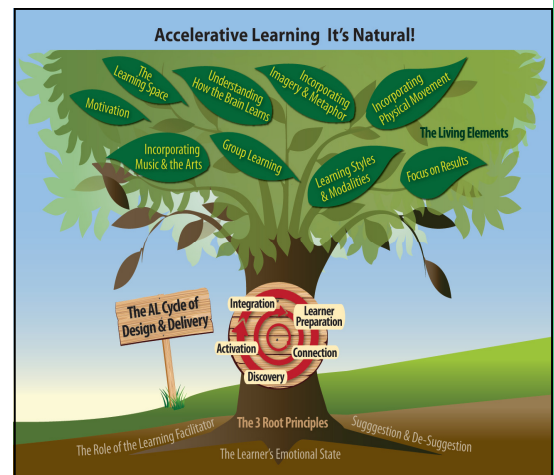
What is Accelerative Learning?

- Do you want participants to engage actively in the process of learning and growing?
- Do you want participants to keep an open mind about new content?
- Have you wondered whether participants really use what they learn in your session?

Accelerative Learning offers practical answers and effective tools to make learning interesting, engaging and used post-session. AL is based in brain research and combines methods from several fields into one framework. How is AL different?

In Accelerative Learning:

- Learning is focused on application to improve effectiveness; it is practical and useful.
- Long, detailed training manuals are a wasted effort; instead we create visually interesting materials that participants fill in and work with throughout a session.
- People are social learners, so we create ample opportunity for interaction and meaning-making in groups of various sizes.
- We create intentional shifts of energy to keep participants engaged.
- We build participants' confidence through experiential activities and practice elements.



FACILITATORS

Susan Aldrich & Associates



Susan Aldrich
33472 Reserve Way
Avon, OH 44011
P: 216-965-2035
E: susan@saldrich.com
W: www.saldrich.com

Grace Partners, LLC



Sarah Spengler
3423 Tullamore Rd.
Cleveland Heights, OH 44118
P: 216-392-9643
E: sarah@gracepartnersllc.net
W: www.gracepartnersllc.net



THE 3 ROOT PRINCIPLES

These 3 principles are a large part of what sets Accelerative Learning apart from traditional approaches to training.

1. EMOTIONAL STATE

We pay particular attention to the emotional state of the participant because we know that anxiety inhibits the learning process.

- Promote a sense of curiosity and anticipation.
- Create a safe environment for experimentation.
- Meet the participant where they are (be non-judgmental and welcoming).
- Vary the pace of activities to sustain engagement.
- Use relaxation activities and guided imagery.

2. THE ROLE OF THE LEARNING FACILITATOR

In AL, the facilitator is the “Guide on the Side” not the “Sage on the Stage”.

- Focus on the learner and empower them as much as possible to drive the learning process.
- Have a design that is flexible and can shift according to the participants’ needs.
- Talk WITH participants rather than AT participants.
- Leverage the knowledge and experience that participants already have.
- Read the group and make adjustments quickly to respond to their needs.

3. SUGGESTION AND DE-SUGGESTION

This idea comes from Georgi Lozanov’s work in “Suggestopedia”. All participants come with “limiting beliefs” about themselves or the content to be explored. The Learning Facilitator uses positive suggestions and defuses negative assumptions to help participants feel confident and keep an open mind.

- Ask participants about their expectations and concerns.
- In a wondering way, ask whether a particular limiting belief has been tested.
- Frame the upcoming experience in positive and optimistic terms.
- Increase participants’ natural perception and intuition through creative activities.

To learn more about Accelerative Learning:

Local: The Northeast Ohio Accelerative Learning Special Interest Group (**NEO AL SIG**) meets monthly either virtually or in person. This is an informal peer learning group. We present to each other to deepen our AL skills. Visit the website:

www.gracepartnersllc.net/northeast-ohio-al-sig

The Accelerated Learning Handbook by Dave Meier. Dave Advocated a 4-part cycle but his work is considered foundational among AL practitioners.

The International Alliance for Accelerated Learning Practitioners (IAALP) is an international membership organization dedicated to supporting AL practitioners. www.iaalp.org

Susan and Sarah can also be resources for you. We offer a 4-day AL Certificate Course. Please feel free to contact us for more information.

THE 5 PHASES OF Accelerative Learning

of Design & Delivery

1. THE LEARNER PREPARATION PHASE

Helps participants feel relaxed, curious and excited, comfortable, grounded and confident.

- **BEFORE your session** (Invitation or pre-work)
- **AS THEY APPROACH and ENTER the learning space** (Provide a welcoming learning environment)
- **AT THE BEGINNING OF THE SESSION** (Help participants get centered, focused, calm and ready
Establish the credibility of the Learning Facilitator)



2. THE CONNECTION PHASE

Provides a **Significant Emotional Experience** that causes a shift in thinking, builds intrinsic motivation and “hooks” the participant, helping them to:

- **CONNECT** with content emotionally
- **CONNECT** the Known (existing knowledge) to the Unknown (new knowledge)
- **CONNECT** participants to each other (build a learning community)
- **CONNECT** to the facilitator through building trust

3. THE DISCOVERY PHASE

Cover content with activities whenever possible including:

- **PASSIVE approaches** (where the participant is sitting, listening and/or watching)
- **HYBRID approaches** (where participant is doing some listening and some activity)
- **ACTIVE approaches** (where participants are driving the discovery process)

4. THE ACTIVATION PHASE

Where participants begin to work with the new information or skill.

- **ELABORATION** – Participants add detail to the content and explore deeper with guided practice activities;
- **ASSIMILATION** – Participants rehearse and practice as they work through examples, adding understanding or skill. Learning Facilitator may actively coach and guide or manage debriefs;
- **IMPLEMENTATION** – Participants actively practice and move towards mastery of information or skill; scenarios are realistic; Learning Facilitator acts as coach only when needed.

5. THE INTEGRATION PHASE

Participants engage in considering past, present and future:

- **Look BACKWARD:** Reviewing activities & significant insights; Interpreting and generalizing potential
- **Look INWARD:** Connecting positive emotions to learning, surfacing new questions discovered and personal answers found
- **Look FORWARD:** Thinking about returning to their normal personal or work lives, anticipating barriers and responses to those and identifying opportunities to continue learning.

THE 9 LIVING ELEMENTS



1. UNDERSTANDING HOW THE BRAIN LEARNS

- AL is based on how humans really think and learn. We value The use of visual imagery, storytelling, social interaction and repetition to enhance the learning and exploration process.

2. MOTIVATION

- We tap into the participant's individual goals and needs and practical concerns.

3. LEARNING MODALITIES

- AL facilitators use all 3 learning modalities (Visual, Auditory and Kinesthetic) to fit the content and goals; we honor all intelligences.

4. THE LEARNING SPACE

- AL facilitators create an environment that enhances learning and working together with color, natural light, seating arrangements, a variety of visual media, music and using all 6 surfaces in the room.

5. INCORPORATING MUSIC AND THE ARTS

- Music and beauty have great power to shift energy and emotion taking learning experience to a deeper level.

6. INCORPORATING PHYSICAL MOVEMENT

- In the words of Dave Meier, "If the body ain't movin' the mind ain't groovin'."
- Meaningful activities that incorporate movement leverage the mind-body connection to enhance memory.

7. INCORPORATING IMAGERY AND METAPHOR

- AL facilitators use storytelling and participants' imaginations as anchors to create powerful visual images.

8. GROUP LEARNING

- Conversation with others allows new thinking to emerge, questions and doubts to be raised.

9. FOCUS ON RESULTS:

- Ultimately AL's goal is getting the participant to a new level of knowledge or skill that they can put to use immediately. Some of this happens in the session and much happens later, but the focus is on practical and useful results.
- Improves performance through building confidence, optimism and practical knowledge.