

International Alliance for Learning

Celebrating 20 Years in the Advancement of Accelerative Learning

Newsletter

Volume 19

Autumn, 1994



S.A.L.T. Gets A New Name: I.A.L.

What's New

In the past 20 years, we've undergone many changes. What began as a small society focused on Accelerative Learning has grown into a world-wide organization encompassing many areas of teaching and learning.

Today's members include teachers, school administrators, corporate trainers, school board members, researchers, authors, consultants, and parents from around the globe. We continue to support the use of music, relaxation and suggestion in the classroom, and are also actively involved in examining new theories about the brain, learning styles and environment. The new focus is on alliance: international experts joining together to share research and cutting-edge teaching and learning techniques. In order to more accurately describe these activities, our name has been changed from the Society for Accelerative Learning and Teaching to the **International Alliance for Learning**.

As the Alliance, we will continue our advocacy of brain compatible, learner centered and researched-based teaching and learning strategies. Our mission is still the same: to improve the quality of education. And we will remember our founding inspiration Dr. Georgi Lozanov and the small group of visionaries who began to revolutionize education 20 years ago.

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Come to the "Future of Learning"

January 11 - 15, 1995

San Diego

Leading Edge

1995 is the year of the 20th Conference on Accelerative Learning and Teaching! In honor of our 20th year and in anticipation of the innovations of the next two decades, we have named this conference "The Future of Learning." We

are the future of learning. And it's time we maximize change. Let's commit the next 20 years to making Accelerative Learning the common denominator for learning around the world.



This conference is specially designed to meet the needs of teachers, school administrators, corporate trainers and facilitators. Together we will explore the latest in brain research, neurolinguistic programming, utilizing music, learning styles, multiple intelligences, creating an optimal learning environment, and technology for classrooms. Seminars will include demonstrations of A.L. techniques and tips on how to apply them.

Keynote Speakers include **Michael Grinder**, Consultant on Educational NLP, author, *Righting the Educational Conveyor Belt*, discussing the overlap between A.L. and NLP, and **Ian Jukes**, Futurist, Educational Technology Consultant, describing how the recent explosions in technology and information are impacting education. We have culled 85 experts from around the globe to lead these sessions. From **England**, we have **Colin Rose**, author of *Accelerated Learning*;

from **France**, **Lonny Gold**, President of the National Council of Suggestopedia; from **Austria**, **Pearl Nitsche**, Director of Super Language Learning; and from **Australia**, **Glenn Capelli**, Director of the True Learning Center.



▶ continued on page 2

Message From the President



1994 marks our 20th year as an organization. Together, we have made a difference in teaching and training around the world. Classrooms are becoming more comfortable with A.L. techniques, and administrators are more accepting of new ideas. "The Future of Learning" Conference is

both a time to celebrate our past successes, and look forward to what the next 20 years may bring. I encourage you all to join us in San Diego, January 11 – 15, 1995. Having 85 of the top AL experts from around the world in one place promises to be an earth-shaking event. Imagine the excitement, innovations, and learning that will unfold during those five days!

Please note that during this past year our headquarters was relocated to: 1725 South Hill Street, Oceanside CA 92054. It was in some ways a rocky move, and I apologize for any disruption in service you may have experienced during the past few months. We are now back on track and running smoothly. Let us know what you need.

Another change you are sure to notice is our new name. We chose to call ourselves the International Alliance for Learning (I.A.L.) to recognize the fact that we are a world-wide organization, all working toward improving the way we learn and teach.

Included in this newsletter is a special pull-out section with board members and affiliates, addresses, and telephone numbers. This is a valuable resource for networking, serving the A.L. community. Anyone interested in becoming an affiliate or serving the Alliance in other ways, please write or call.

Bobbi DePorter, President

January, 1996 I.A.L. Conference Orlando, Florida

If you have suggestions on possible keynote speakers, call or write I.A.L. now.

Also, let us know if you are interested in presenting. Sessions for the '95 Conference filled with a waitlist on the first call for proposals.

Come to the "Future of Learning"

(continued from page 1 . . .)

Our pre and post-conference workshops are comprehensive, interactive and cover a wide range of topics. Join **Eric Jensen**, author, *The Learning Brain*, on Wednesday and **Dr. Pat Wolfe**, Educational Consultant, on Thursday for an overview of significant brain research developments and their effects on curriculum design, assessment, and school restructuring. Or, take time to develop your own presentation skills with **Gary Wohlman** and **Jana Lyn-Holly** (Presentation Breakthroughs) on Wednesday, and **Bob Pike**, President, Creative Training Techniques, on Thursday.

Thursday evening's opening event promises to be full of excitement and surprises. This lively, fast-paced session will showcase the past, present, and future of Accelerative Learning – make sure to be there!

During your stay, we encourage you to take time to explore San Diego. America's Finest City boasts beautiful beaches, shopping at Horton Plaza, a historic gas lamp quarter and Old Town, and a world-famous zoo. I.A.L. group tours are being arranged through World Wide Resorts & Adventures.

Let's make this conference a huge celebration. Tell new people. Invite them to come to San Diego and celebrate "The Future of Learning." For brochures or to register call World Wide Resorts & Adventures (714) 970-1928 or (800) 783-6868.

Marketing Support:

Let Bobbi DePorter know if you can hang a conference poster or distribute brochures in places that are likely to attract participants. She will send them immediately. Write: 1725 South Hill Street, Oceanside, CA 92054, or call: (619) 722-0348

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Remembering The '94 S.A.L.T. Conference In St. Louis

by Marcia Bain and Clare Bailey

Marcia Bain and Clare Bailey, Professors at Florida Community College at Jacksonville, Florida, reviewed their comments on the 1994 S.A.L.T. Conference in St. Louis. The following is an excerpt of their conversation:

Marcia: "Do you remember the SALT conference in St. Louis?"

Clare: "How could I forget? It was so much fun. And we learned so much from the workshops and sessions."

Marcia: "What was your favorite session?"

Clare: "Well, I remember Barbara Given's with the 'boxes,' 'triangles,' 'squiggles,' 'rectangles,' and 'circles.' I always knew that you were 'squiggly' – creative and slightly crazy."

Marcia: "Thanks a lot. I always knew that you were a 'triangle' – competitive and goal directed."

Clare: "I loved the different kinds of toys that she had for the different types of learners. I really want to study more of the theory behind 'The Agile Learner.'"

Marcia: "Yes, I was fascinated by the presentation by Paul Messier and Kathy Carroll on that topic. I was also charmed by the presentation by Jeannette Vos and Gordon Dryden that same night. She threw bananas and other things at the audience."

Clare: "That sounds unusual. I missed that one."

Marcia: "Well, their presentation was on 'The Learning Revolution.'"

Clare: "Oh yes! I've been reading that book and it has everything in the world in it. It is a compilation of all the major theories. It's just wonderful."

Marcia: "What I liked about them was that they actually used a video presentation. You know how I love multimedia presentations. James Smith used an interesting video in his full-day workshop involving kaleidoscopic images, really quite beautiful. It was a lovely example of 'incidental learning' since it used some of the terminology and concepts that he presented later. His workshops have such a good overview of A.L."

Clare: "And of course I loved everything that Glenn Capelli did. His workshop was so interesting."

Marcia: "I loved the parts on 'Flow' and 'The Evolving Self.'"

Clare: "Yeah, what was that author's name?"

Marcia: "You must be kidding, I can't pronounce his name. (Mihalyi Csikszentmihalyi.) I had started reading his book, *The Evolving Self*, before the conference, but it was complicated reading. After Glenn's workshop I found it much easier to understand. I love Glenn's universal wisdom – 'you cannot die from embarrassment,' 'practice makes progress,' 'mistakes are just lumpy pancakes.' He's so upbeat and positive!"

Clare: "Yes, and I adore his music, 'The Magic Brain' and 'Dare to Celebrate.' You know Keith MacDonald, the one who does most of the singing, is coming with Glenn to San Diego."

Marcia: "I can't wait. Another guy who is really funny is Thiago (Sivasailam Thiagarajan). I remember 'It's Still a Group Grope' – what a great title!"

Clare: "Well, I made Doug McPhce's workshop – all those colorful posters! I wanted pictures of every one of them. I wish we had more time to see how A.L. can actually be used in schools. Doug really had some good ideas. It's difficult sometimes to see how we can use all these ideas and techniques when we go back into our own working and teaching situations."

Marcia: "I know, but think how much we have used what we learned at the SALT conferences. It's even more exciting to see how you can tailor these ideas and techniques to fit your own teaching and learning situations. We missed some great workshops and sessions, too."

Clare: "Well, what is your most vivid memory of the St. Louis Conference?"

Marcia: "I guess it was the President's Reception and Silent Auction. I could not believe that our bid actually won us the platypus. He now lives on top of the filing cabinet in the Electronic Classroom with your ATTITUDE baseball cap on his head as a constant reminder to our students of how important attitude is in learning. SALT seems to be moving in new directions now. What do you think about that?"

Clare: "I think it's exciting. I hope the organization can maintain the strengths that it has had in the past as well as moving out in new directions. The conference in San Diego should be an interesting and important time. I'm looking forward to going!"



*What
Accelerative
Learning
Means to Me*

An Introduction to Accelerative Learning and Teaching

by Doug McPhee

Accelerative Learning is known by many names. Its' numerous methodologies include whole brain learning, positive suggestions, music, play, art, drama, visuals, a stress-free environment, joy, fun, respect, excitement, and exhilarating experiences.

This method was initially researched by Dr. Georgi Lozanov. Numerous people use the ideas generated from "Suggestopedia," as he calls it. Accelerative Learning continues to grow and mature at every level of education. Neuro-Linguistic Programming, superlearning and superteaching, multiple intelligences, brain compatible learning, thematic teaching, cooperative learning, whole language and many other elements of present practice help to make up this body of knowledge.

The framework suggested here includes the six elements outlined below. This proprietary material was developed over two years to address the needs of teachers. These elements are not a checklist. They are continuously shifting order.

Learning Environment: The first element viewed and felt by all learners.

Room:

- Positive affirmation posters and quotations posted
- Plants, paintings, posters, displays, realia, etc.
- Comfortable seating arranged in semi-circle
- Natural light with subdued artificial lighting
- Music ranging from baroque to contemporary
- No desk for teacher
- White-board, overhead projector, or chart holder to write on
- Room at comfortable temperature, rather cooler than warmer
- Carpeted room

Relationships: Learner-centered – considering the needs of the learner as a developing person.

- Continuous direct and indirect suggestion of learning
- Relaxed interaction. humor and joy
- Minimal lecturing from teacher
- Careful use of oral and body language
- Regular breaks, with at least one every hour
- High expectations

Expectancy Preparation: Prepare learners and self with intention and acknowledgment.

- All outside influences are acknowledged and set aside
- Physical stretching and activity, deep breathing
- Calm assertion of learning as limitless
- Receptive, relaxed-alertness
- Begin from a point of knowing

Global Overview: Always keep the big picture in mind

- Create a mental map of the material
- Create mind-maps, using pictures, words and symbols
- Preview the entire session
- Include application to the real world
- Connect past learning to new material, build competence
- Anticipate and visualize competency

Active Presentation: Consider all modalities and intelligences. Brain is engaged.

- Review material
- Repeat overview of new material
- Present material dynamically – note speed and intonation, include all senses
- Play baroque music
- Use imagery, and visual, auditory and kinesthetic techniques
- Ask questions
- Consider learning style
- Consider multiple intelligences
- Recall and duplicate powerful teaching moments

Congruent Activities: Childlike play that is fun and non-judgmental and aligns with outcomes.

- Games, songs, and dance
- Drama and stories
- Art
- Pair work, each one teach one, mini-teaching
- Music (contemporary, upbeat)
- Correct mistakes immediately and indirectly

Review/Consolidation: Review material within 24 hours, and again at 36, 48, and 72 hours.

- Play baroque music
- Students are in a relaxed position in their chairs
- Review material aloud, use pauses and intonation
- Use imagery
- Create Mind Maps of future application
- Active participation of students
- Projects, exhibitions, demonstrations, models

A.L. is multi-faceted and can be described in many ways. You are encouraged to submit your own description of A.L. Please send submissions to Barbara Given.

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What Is An Affiliate?

- An organization or institution involved in teaching and training with knowledge of accelerative learning and other aligned methodologies.
- An individual representing a region of the United States or a country.

An affiliate must be an I.A.L. member for one year or longer.

What Is Required Of An Affiliate?

- Gives feedback to the I.A.L. Board.
- Enrolls others in becoming I.A.L. members.
- Answers inquiries.
- Offers local connections.
- Distributes I.A.L. conference information.

What Else Might An Affiliate Do?

- Contributes articles and information to the I.A.L. newsletter.
- Participates in the I.A.L. annual board meeting held during the conference.
- Facilitates a regional gathering at the I.A.L. conference.
- Sponsors regional symposiums/ speaker forums on innovative learning.
- Conducts research and shares results.
- Publishes a local newsletter.
- Reports on I.A.L. activities.

(Main conference fees are waived for international affiliates who enroll five or more conference participants from their country.)

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Global News

Singapore To Open Accelerative Learning Center

John Driscoll of Master Projects Pte. Ltd. reports an Accelerative Learning program in Singapore will soon be operational. At the St. Louis S.A.L.T. conference, John was recruiting experienced A.L. teachers to develop and teach courses while they train other trainers.

Five international language courses will be offered in the Business Language Program and teachers are still needed for Mandarin, ESL, Japanese, French, Spanish, and English.

Two additional A.L. strands will be offered – an English study program and a teacher preparation program for teachers K-12 in the international school.

A.L. texts and authors of language texts are also in demand for the new center. If interested, contact John in Singapore, via fax: 65-733-8825, or via postal service: PSA, Post Office Box 422, Singapore, 9111.

Australians on U.S. Tour



Glenn Capelli and Keith MacDonald

Glenn Capelli and his song-writing partner, Keith MacDonald, will tour the United States during January, 1995, to conduct school assemblies, offer training sessions, and present at conferences. Glenn

and Keith are the creators of "My Magic Brain," and "Dare to Celebrate," songs of self-esteem and personal development. They operate the True Learning Center in Perth, Australia, which has exceptionally strong results with at-risk youth and their parents.

Glenn and Keith are available to conduct workshops in Accelerative Learning, self-esteem, communication, and the success process for schools, businesses, and churches.

Glenn has been a popular presenter at I.A.L. conferences each year since his initial introduction to the organization in 1989.

To book their time, contact: Glenn Capelli in Australia: fax: 011-61-9-227-1421 or Doug McPhee (800) 598-3297.

International Educators Speak Out for Nontraditional Teaching

Interviews by Bruce Lieberman, staff writer, The Blade-Citizen, an Oceanside, California daily newspaper.

SAN DIEGO – Jana Lyn-Holly of New Zealand, IAL member and designer for the Auckland Institute of Technology, advocates a holistic approach to teaching and learning, and says we have much to learn from the indigenous Maoris.

The Maori people teach their young through dance, song and art, not merely classroom lectures.

"They sing it; they dance

it; they remember it," Lyn-Holly said.

She was among more than one dozen foreign teachers who gathered to learn about nontraditional methods of teaching at the Quantum Learning Conference sponsored by the Learning Forum Foundation.

Josephine Tan, who runs Learning Forum camps in her home country of Singapore, said many children there are under tremendous pressure to perform in school.

"At age 12, they must take exams that often determine what kind of career they ultimately will pursue," she said.

"There are a lot of children damaged by the system," Tan said. *"A child's self-esteem and confidence is just as fundamental to a child's development as is academic achievement,"* Tan said.

Yutaka Narita, a private-school teacher in Kyoto, Japan, said he attended the conference to learn new ways to teach his fourth-grade students to be more self-reliant and independent from their parents.

Narita said he hopes to teach his students to better appreciate the "joy" of learning, rather than focus on its utilitarian value.

Hulman Sinaga, an I.A.L. member from Brunei, came to the conference to learn how his team of educators at the University of Brunei can improve the ways in which they train teachers.

"Teachers teach the way they are taught," Sinaga said. *"If I teach them in a way that they are excited about learning, they themselves will teach in an exciting way."*





*Personal
Journeys*

Wow! Let's Do It!

by Rosella Wallace

Accelerative Learning is acclaimed by Colin Rose as "a quiet revolution gathering momentum in the way we learn." My introduction to this stress-free method goes back fourteen years when it was not so well known. I was working as a third grade teacher in one of Alaska's public school system.

Twenty-nine third graders and I were taking part in S.S.R. (Sustained Silent Reading), a time when everyone in school, including the principal and janitor, read silently. At the end of 15 minutes a bell rings, signaling a return to the regular schedule. This particular day, I chose to spend some time sharing tidbits about the books being read, hoping to spark interest and a sense of companionship in the reading experience.

"What are you reading, Mrs. Wallace," asked Aaron.

"It's called Superlearning." I answered, pointing to the bright orange word on the cover. "One of the parts I find interesting is about a man in Bulgaria, Dr. Lozanov, who teaches in a way that helps children learn faster and easier. They even have fun doing it." That sounded very exciting to my third graders. Imagine having fun while learning faster and easier!

"Wow, let's do it! If kids in Bulgaria can do it, why can't we?"

That was the beginning of our own quiet revolution that did indeed gather momentum. After ordering the recommended audio cassettes, I explained, "The music tapes will arrive soon. In the meantime, we will learn how to relax our muscles and minds since that is part of the method. Feeling the difference between tense and relax is a good start."

Other teachers must have wondered what we were up to. While waiting in the cafeteria line, we were scrunching up our faces and bodies tight as fists, then letting them relax with a chorus of sighs. Ahh, the difference was obvious and it felt so good to let go of the tension.

Excited anticipation rippled through the classroom. Like explorers, we were launching an adventure to lift us out of the spelling doldrums. No more dry lists to memorize. Instead, the students relaxed and experienced a concert session. I pronounced and spelled the words, using different intonations with music playing softly in the background. Raps, cheers and mnemonics emerged as spelling tools. Each group of spelling cheer leaders were given

four new spelling words. Chattering elatedly, while creating spelling work cheers or raps, these groups practiced during recess time. They wanted to be ready to perform for the class. Games like Spello replaced the practice test. Yes, it was playing, but it was purposeful play. Like rockets, spelling scores zoomed upward dramatically while we were having fun.

Spelling wasn't the only subject that was experiencing a lift. History turned into a fascinating story that lent itself to skits. Writing scripts based on lesson material invited active participation since the students were doing the writing. Everyone wanted to get into the act. A role to play transformed pupils into characters taking part in historical events. These script writers, producers and actors could hardly wait to dramatize the next chapter as history unfolded in our classroom.

Speaking of acts, math relevancy became apparent as we integrated it into real life situations in skits. Students discovered for themselves how much they already knew and were using every day. Learning the multiplication tables was a snap with songs, raps, and jump rope jingles. We were getting our whole bodies and lives involved in the math business.

Success snowballed and scooped up all the subjects as this revolution rolled along. Guess what? We were learning faster and easier and we were having fun. It all started with sharing S.S.R. topics and the entreaty, "Wow, let's do it! If kids in Bulgaria can do it, why can't we?" Today researchers have dubbed the method "brain-based learning" and it is widely supported. My third graders called it "having fun."

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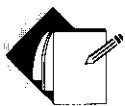


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Contact: Learning Forum (619) 722-0072 or
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November 11-12, 1994 – **Southeast Learning Styles Conference**
George Mason University, Fairfax, VA.
Contact Barbara K. Given: (703) 993-2049 or
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Contact Grethe Hooper Hansen:
49 Henley Road, Ipswich, Suffolk, IP1 3SJ, U.K.
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