

# ***Accelerated Learning***

## ***The 4 P's***

<p style="text-align: center;"><b>1. PREPARATION (Arouse Interest)</b></p> <ul style="list-style-type: none"><li>• Positive suggestions</li><li>• Learner benefit statements</li><li>• Clear, meaningful goals</li><li>• Calm learners' fears</li><li>• Remove learning barriers</li><li>• Involvement from the start</li></ul>	<p style="text-align: center;"><b>2. PRESENTATION (Encounter)</b></p> <ul style="list-style-type: none"><li>• A variety of presentation methods</li><li>• Content chunked into shorter encounters</li><li>• 70% of classroom time left for learners to practice and integrate new material</li></ul>
<p style="text-align: center;"><b>4. PERFORMANCE (Apply)</b></p> <ul style="list-style-type: none"><li>• Immediate real-world application</li><li>• Action plans</li><li>• Ongoing coaching / mentoring</li><li>• Evaluation and feedback</li><li>• Follow-through reinforcement activities</li></ul>	<p style="text-align: center;"><b>3. PRACTICE (Integrate)</b></p> <ul style="list-style-type: none"><li>• Hands-on trial and error</li><li>• Feedback</li><li>• Time for reflection</li><li>• Learning games</li><li>• Problem-solving and skill-building exercises</li><li>• Dialog and collaborative teaching</li></ul>

Source:  
Accelerated Learning CourseBuilder; The Center for Accelerated Learning, Lake Geneva, Wisconsin



# ***Accelerated Learning***

## ***Resource List***

### **ORGANIZATIONS**

International Alliance for Learning (IAL): <http://www.ialearn.org/index.php>

### **WEB SITES**

Creative Training Techniques, Int'l: <http://www.creativetrainingtech.com/>

Sivasailam "Thiagi" Thiagarajan's website: [www.thiagi.com](http://www.thiagi.com)

Trainer's Warehouse: [www.trainerswarehouse.com](http://www.trainerswarehouse.com)

Sharon Bowman's website: [www.Bowperson.com](http://www.Bowperson.com)

The Center for Accelerated Learning, Lake Geneva, Wisconsin:  
<http://www.alcenter.com/>

### **BOOKS**

The Accelerated Learning Handbook, by Dave Meier (McGraw Hill)

The Accelerated Learning Fieldbook; Making the Instructional Process Fast, Flexible, and Fun, by Lou Russell (Jossey-Bass/Pfeiffer)

Preventing Death by Lecture; Terrific Tips for Turning Listeners into Learners, by Sharon Bowman (Bowperson Publishing Company)

Thiagi's Interactive Lectures; Power-Up Your Training with Interactive Games and Exercises, by Sivasailam "Thiagi" Thiagarajan (ASTD Press)



## ***Develop Lesson Plan Templates to Speed Development***

### **For Teaching Factual Information:**

1. Present the information – in chunks
2. Emphasize logical links
3. Provide mnemonics to facilitate recall
4. Require trainees to process the information
5. Provide appropriate feedback
6. Review the information
7. Repeat the information in different configurations
8. Summarize the information

### **For Teaching Concepts:**

1. Present clear examples
2. Present matched examples that show the opposite process to emphasize critical features of the concept
3. Present divergent examples to emphasize variable features
4. Require trainees to discriminate among new examples and non-examples
5. Provide appropriate feedback
6. Test for the ability to generalize and to discriminate

### **For Teaching Procedures:**

1. Provide an overview of the entire procedure
2. Demonstrate each step and identify its critical elements
3. Coach trainees as they practice each step
4. Require trainees to demonstrate the mastery of each step
5. Integrate all steps
6. Provide systematic practice toward fluent application

Source:

The ASTD Handbook of Instructional Technology, George M. Piskurich, Editor in Chief

# Course Outline

CONTENT	LEARNING OBJECTIVES	INSTRUCTIONAL METHODS	DURATION	WHO



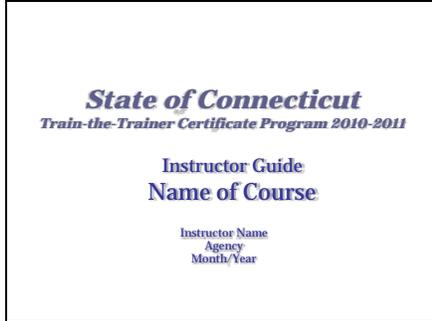
## ***Instructor Guide Checklist***

	<b>INSTRUCTOR GUIDE COMPONENT</b>
<input type="checkbox"/>	Title Page with the following information: <ul style="list-style-type: none"><li>• State of Connecticut Train-the-Trainer Certificate Program 2010-2011</li><li>• Instructor Guide: Title of Training Program</li><li>• Names of Course Developer / Name of Course Instructor / Agency</li><li>• Date</li></ul>
<input type="checkbox"/>	Table of Contents
<input type="checkbox"/>	Learning Objectives (performance, conditions, standards/criteria)
<input type="checkbox"/>	Course Outline (Content, Learning Objectives, Instructional Methods, Duration, Who)
<input type="checkbox"/>	A list of all necessary supplies, equipment, and training materials needed to conduct the training, including a master list of all participant handouts; and which handouts should be distributed separately, if any.
<input type="checkbox"/>	PowerPoint Slides: With suggested slide-by-slide discussion/lecture points in the Notes Page View
<input type="checkbox"/>	Copyright Notice in the footers of your materials
<input type="checkbox"/>	Bibliography that includes your source information
<input type="checkbox"/>	Appendix: A copy of all participant handouts and other training materials



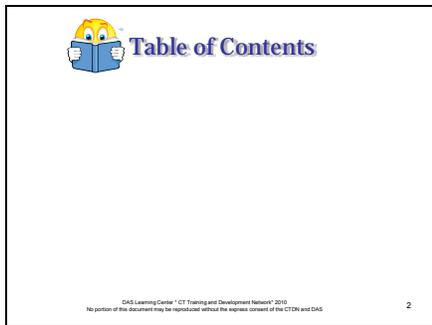
## ***Sample Instructor Guide: Converted from PowerPoint to Word***

Slide 1



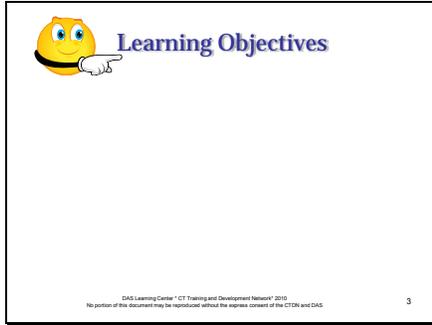
**Note:**  
***This is a template for illustration purposes. Feel free to modify this document to meet your needs.***

Slide 2



Insert Table of Contents information here.

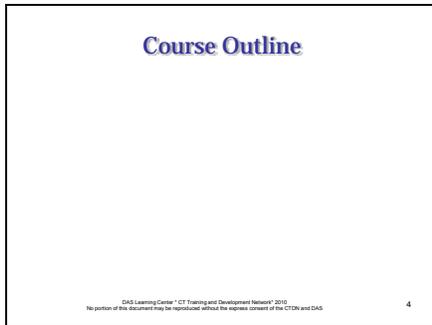
Slide 3



## Learning Objectives

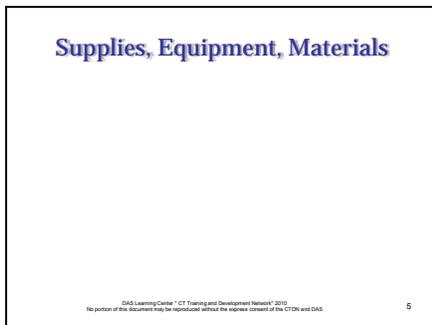
(Insert a list of all the learning objectives for the course here.)

Slide 4



Use this space to provide an overview of the course by inserting your course outline here.

Slide 5



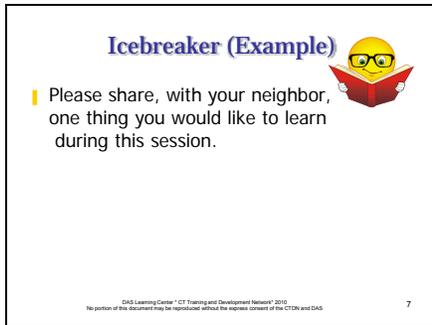
Use this space to insert a list of all the supplies, equipment, and materials required to conduct this course.

State of Connecticut Train the Trainer Certificate Program  
Module 4: Curriculum Design and Methods of Instruction

Slide 6



Slide 7



**Icebreaker  
Time:**

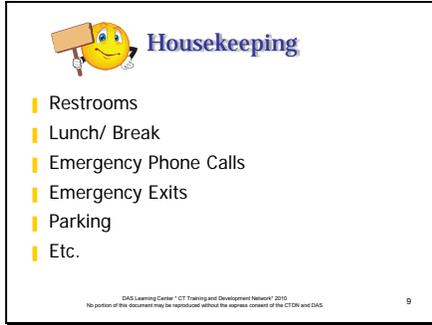
Insert your notes on the icebreaker you will be using – including necessary directions. The icebreaker should relate somehow to the training topic.

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Slide 8



Slide 9



**Housekeeping**

- Restrooms
- Lunch/ Break
- Emergency Phone Calls
- Emergency Exits
- Parking
- Etc.

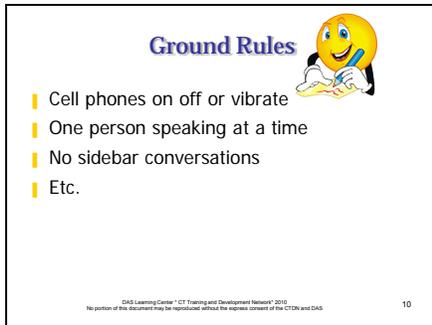
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## Housekeeping

(Insert your notes on housekeeping items.)

Slide 10



**Ground Rules**

- Cell phones on off or vibrate
- One person speaking at a time
- No sidebar conversations
- Etc.

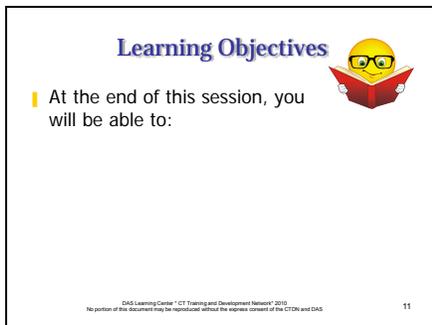
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## Ground Rules

(Insert your notes on ground rules.)

Slide 11



**Learning Objectives**

- At the end of this session, you will be able to:

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## Learning Objectives

(Insert your notes the learning objectives for the course.)

Slide 12

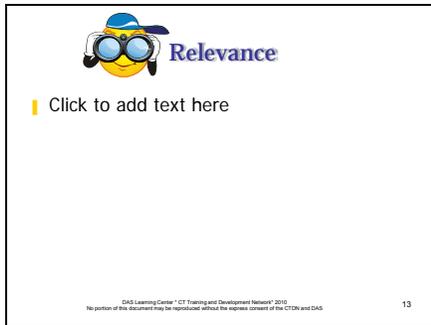


Slide 12 features a red checkmark icon in a box, followed by the text "Skills Check" in blue. Below this is a yellow cursor icon and the text "Click to add text here". At the bottom, there is a small copyright notice for DAS Learning Center and the Connecticut Training and Development Network, and the slide number "12".

## Skills Check

(Insert your notes on how you will be evaluating whether trainees learned or not.)

Slide 13



Slide 13 features a cartoon character wearing a blue cap and goggles, followed by the text "Relevance" in blue. Below this is a yellow cursor icon and the text "Click to add text here". At the bottom, there is a small copyright notice for DAS Learning Center and the Connecticut Training and Development Network, and the slide number "13".

## Relevance

(Insert here your explanation why trainees should want to learn what you will be teaching. You must be able to answer this question, ***“What’s In It For Me?”*** for your participants.)

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Slide 14



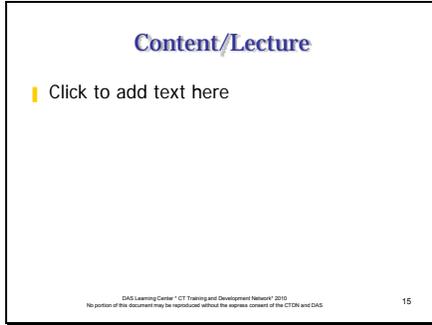
Slide 14 features the text "Activity 1" in blue, followed by a cartoon character with a thumbs up gesture. Below this is a yellow cursor icon and the text "Click to add text here". At the bottom, there is a small copyright notice for DAS Learning Center and the Connecticut Training and Development Network, and the slide number "14".

## Activity 1 Time:

(Insert your notes on the Activities you will be using – including necessary directions.)

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Module 4: Curriculum Design and Methods of Instruction

Slide 15



**Content/Lecture  
Time:**

(Insert your content bullets with appropriate facilitator notes in this area.)

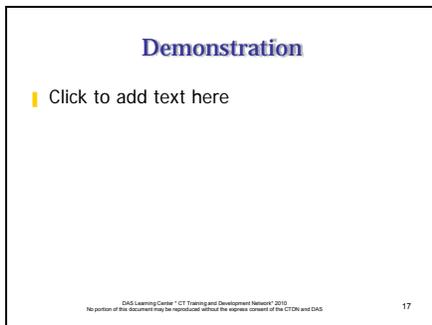
Slide 16



**Pre-Test  
Time:**

(Insert your pre-test directions if you elect to administer a pretest. Distribute your pretest.)

Slide 17

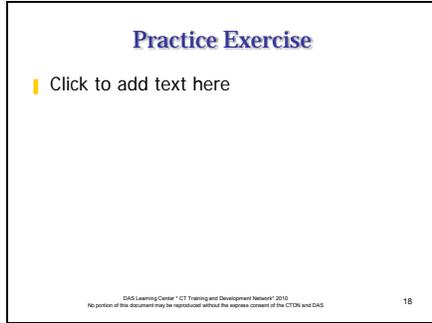


**Demonstration  
Time:**

(Insert your demonstration notes that coordinate with the slide.)

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Module 4: Curriculum Design and Methods of Instruction

Slide 18



**Practice  
Time:**

(Insert your practice exercise notes and instructions here which will coordinate with the slide.)

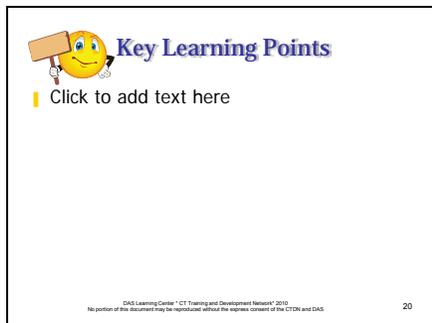
Slide 19



**Debrief/Feedback  
Time:**

(Insert your exercise debrief/feedback notes here. Repeat the following slides as necessary: Content/Lecture, Demonstration, Practice, Debrief/Feedback, as necessary.)

Slide 20



**Key Learning Points  
Time:**

(At the end of the training, summarize key learning points on the slide and insert your notes here.)

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Module 4: Curriculum Design and Methods of Instruction

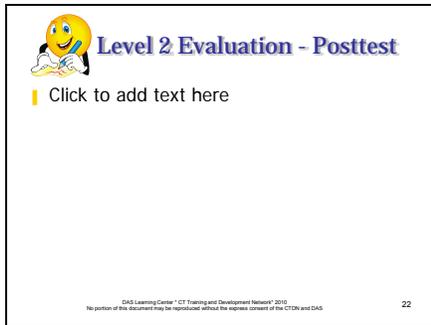
Slide 21



**Next Steps  
Time:**

(If there are any assignments or next steps insert that information on this slide and include your notes here.)

Slide 22

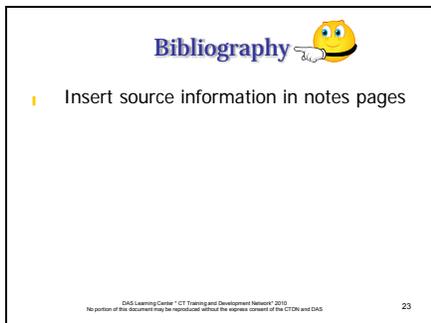


**Level 2 Evaluation  
Time:**

(Insert your instructions and appropriate slides on your end-of-course Kirkpatrick level 2 evaluation [learning] if you elect to administer a posttest.)

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Slide 23



Make sure the resources you used are included at the end of the presentation and included in the learner handouts. (See example on next slide.)

State of Connecticut Train the Trainer Certificate Program  
Module 4: Curriculum Design and Methods of Instruction

Slide 24

**Resources (Example)**

- | [Designing Learning, ASTD Learning Systems Module 1](#), ASTD Press, 2006. ISBN -10: 1-56286-439-4.
- | Knowles, M., Holton III, E., & Swanson, R. [The Adult Learner, Fifth Edition](#). Houston, Texas: Gulf Publishing Co, 1998. ISBN 0-88415-115-8.
- | Renner, Peter. [The Art of Teaching Adults](#). Vancouver, BC: Training Associates, 1994. ISBN 0-9697319-0-6.
- | Rothwell, W. & Kazanas, H. C. [Mastering the Instructional Design Process, A Systematic Approach](#). San Francisco, CA: Jossey-Bass/Pfeffer, 1998. ISBN 0-7879-0948-3.
- | <http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/delivery.htm>

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(Here's an example.)

Slide 25

**Thank You**



*Thank you for attending this training and sharing your thoughts, ideas and insights with us today.*

We were all teachers and learners.

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**Level 1 Evaluation & Thank YouTime:**

(Insert your Kirkpatrick level 1 evaluation notes here and thank participants for attending as you distribute your level 1 evaluation.)



## ***Module 4: Instructional Strategies Used***

	<b>Visual</b>	<b>Kinesthetic</b>	<b>Auditory</b>
1. Use of Quotations	X		X
2. Icebreaker: Structured Networking			X
3. Icebreaker: Silent Reflection	X		
4. Use of PowerPoint Slides	X		
5. Use of Handouts	X		
6. Sharing Course Learning Objectives	X		X
7. Placemats of Robert Mager's Strategy of Instructional Design	X	X	
8. Interactive Lectures / Lead-off Questions			X
9. Guest Speaker			X
10. Show and Tell Demonstrations	X		X
11. Storytelling			X
12. Reflection			X
13. Self Study (Where to Learn More PPT Slides)	X		
14. Worksheets	X	X	
15. Guided Practice	X		X
16. Large and Small Group Brainstorming	X		X
17. Large and Small Group Discussions			X
18. "Yes" and "No" Card Quiz	X	X	X
19. Report-Outs	X	X	X
20. Structured Networking: Posters	X	X	X
21. Structured Networking: Colored Card Groupings	X	X	X
22. Nudge Your Neighbor Energizer/Reviews		X	X
23. Shout-Out Review			X
24. Review Activity: Rating Lessons Learned	X	X	X

# *Training* **QUOTATIONS**

1. "I hear and I forget. I see and I remember. I do and I understand."  
(Confucius).
2. "'If you tell me, I will listen. If you show me, I will see. If you let me experience, I will learn.'" (Lao Tzu)
3. "The brain will absorb what the bottom will endure." (Mark Twain).
4. "You cannot play symphonies until you have first mastered the notes."  
(Edward L. Kramer).
5. "It is what we are that gets across, not what we try to teach." (Unknown).
6. "Who dares to teach must never cease to learn." (John Cotton Dana).
7. "I would rather entertain people in the hope that they will learn, than teach people in the hope that they will be entertained." (Walt Disney).
8. "No one is without knowledge except he who asks no questions." (African Proverb).
9. "It's not the same to talk of bulls as to be in the bullring." (Spanish Proverb).
10. "If you are just going to cover something, we might as well cover it with dirt because it is dead already." (Madeleine Hunter).
11. "On your worst days, be good. On your best days, be great. And on every other day, get better." (Carmen Mariano).
12. "The biggest enemy to learning is the talking teacher." (John Holt)
13. "I never teach my pupils; I only provide conditions in which they can learn."  
(Albert Einstein)

14. "It is the supreme art of the teacher to awaken joy in creating expression and knowledge." (Albert Einstein)
15. "He who asks is a fool for five minutes; but he who does not ask remains a fool forever." (Chinese Proverb)
16. "You cannot create experience. You must undergo it." (Albert Camus)
17. "An investment in knowledge always pays the best interest." (Ben Franklin)
18. "Education is not filling a bucket but lighting a fire." (William Butler Yeats)
19. "Live as if you were to die tomorrow. Learn as if you were to live forever." (Ghandi)
20. "Live to learn and you will learn to live." (Portuguese Proverb)
21. "The wisest mind has something yet to learn." (George Santayana)
22. "Learning has not taken place until behavior has changed." (Bob Pike)
23. "Ability is what you're capable of doing. Motivation determines what you can do. Attitude determines how well you do it." (Lou Holtz)
24. "The biggest risk is not taking one." (Unknown)
25. "Great results cannot be achieved at once; and we must be satisfied to advance in life as we walk, step by step." (Samuel Smiles)
26. "The fool thinks he can teach; the wise knows he can learn." (Edgar C. Wallace)
27. "Performance never improves by itself." (Marc Rosenberg, Ph.D., ASTD Tech Conference, October 1998)
28. "Knowing and not doing are equal to not knowing at all." (Unknown)

29. "Without involvement, there is no commitment. Mark it down, asterisk it, circle it, underline it. No involvement, no commitment." (Stephen Covey)
30. "If you think that something small cannot make a difference, try going to sleep with a mosquito in the room." (African Proverb)
31. "Personally, I am always ready to learn, although I do not always like being taught." (Winston Churchill)
32. "There is a better way to do it, find it." (Thomas Edison)
33. "Curiosity is the wick in the candle of learning." (Unknown)
34. "Successful adaptation to the environment requires that an organism be capable of learning." (Richard Restak, MD, The Brain)
35. "Tell someone there are 300 billion stars in the universe and they'll believe you. Tell them a bench has wet paint on it and they'll have to touch it to be sure. Tell them. Show them. Involve them. Let them try it themselves." (Unknown)
36. "Training is a process, not an event." (Bob Pike)
37. "Train for tomorrow, not today - for tomorrow will be yesterday, and that will be too late." (Unknown)
38. "Write the songs, and let the performers take the bows." (Unknown)
39. "The beautiful thing about learning is that no one can take it away from you." (BB King)
40. "When we quit learning as learners ourselves, we get bored with our work. Learning keeps the Training fresh." (Unknown)