



Accelerated Learning Process For Adults

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Introduction

ALPFA is about a process to speed up the learning rate of adults.

In other words:

If you apply certain principles in the right order during the teaching process, ...

it is possible to speed up the learning rate of your students.

Why ?

After 22 years of academic training, I realised that I had not acquired the necessary skills to sustain myself on the same level of income that my corporate job provided.

The following comments in personell magazine articles did not make me feel better either:

- There is no more such a thing as Job security.
- Most people will experience 2 to 3 career changes during their life time.
- Employability is a function of your skills-base.
- The knowledge gained by an University degree will be obsolete within 10 years.

I quickly realised that:

**In order to survive in the information age ...
I have to become a Continuous Learner.**

and this made me worry even more, because it was over for me !

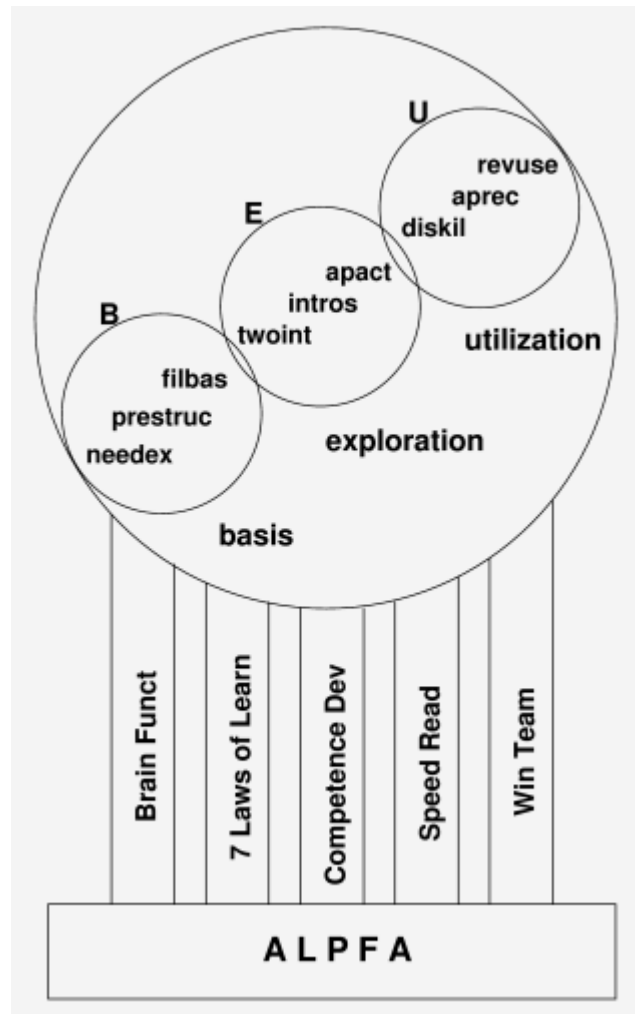
Glen Doman discovered a secret ...and I felt CHEATED !

At "[*The Institute for the Achievement of Human Potential*](#)", they are busy taking advantage of the phenomenal growth and learning potential of children between the ages zero to six years of age. This is a long story but the basics are:
after six years of age it becomes increasingly difficult to learn.

I am long gone past six years of age, and my survival depends on my ability to learn. This ability which is now more or less fixed on a slow, torturous struggle.

I had to find a way to accelerate my learning rate !

And this is precisely the origin and purpose of ALPFA - to find a Process to enable adults to learn at



an accelerated rate.

MUG (Micro Users Guide):

a) Cryptography:

If you find the stuff in this document a bit cryptic ... this is for a reason.

It is because I respect your time and your intelligence.

If you miss something, spend a little time thinking about it and soon you'll find that you've figured it out !

b) Presentation

I derived ALPFA in a 3 step approach:

-> Pillars -> Principles -> Process

- 1. I studied 5 areas / (Pillars) from which certain Principles emerged;*
- 2. I then isolated and condensed the Principles;*
- 3. and arranged it into a Process.*

I hope you enjoy this as much as I do.

Pillar (a) *The Brain Functions of Children*

Where does ALPFA come from ?

It is build on five pillars.

- Children's Brain Functions
- Seven Laws of the Learner
- Development of Competency
- Speed Reading
- Winning Teams

Let us start off with the first one: Brain functions of Children.

Introduction to Brain Functions

Educationalists discovered that there are several ways in which impacts are made on a child's brain during development (learning). They are:

- Visual
- Inter personal
- Intra personal
- Musical
- Mathematical

With these, also keep in mind the five sensory pathways to the brain:

- seeing
- hearing
- smelling
- tasting
- feeling

Let us define the functions:

1) Visual

By seeing pictures, watching others, etc.

2) Interpersonal interaction

Talking to others, Listening to others, Touching others, Getting touched by others.

3) Intrapersonal action

Private Visualization, Imagination (creativity), talking to self (resitation)
Investigating, Feeling, Smelling and Tasting :-) stuff.

4) Musical

Teamwork, Harmony, Positioning & Role, Rhythms & Poetry, Music.

5) Physical Motion

Climbing, Running, Jumping, Playing, Not sitting still.

6) Mathematical

Order, Structure, Logic, Flow of Thought, Deductive Cause & Result.

Response of individuals will tend to show a preference for stimulation in certain areas. Having said that, I believe it would be a huge mistake to concentrate only on certain areas. I believe that ALL areas have relevance in EVERY person and that a very high impact can be achieved if ALL of these areas are stimulated.

If anybody can tell me why the brain functions of adults should anyhow differ from those in children (other than being dulled), I would be surprised. Do you like sitting still in lectures ? ; Do you like music ?

Every functional area of the brain has an implication on ALPFA. :

If you are busy learning or teaching:

***try to stimulate all six the above mentioned areas of your brain
and try to use all six :-) your senses.***

-Visual, -Inter personal, -Intra personal, - Musical and - Mathematical.
incorporating
-seeing, -hearing, -smelling, -tasting & -feeling.

Simple ? ...

Simple a concept yes, but much more of a challenge to apply practically.

Principles

What are the principles emerging from our knowledge of Brain Functions ?:

During the learning process:

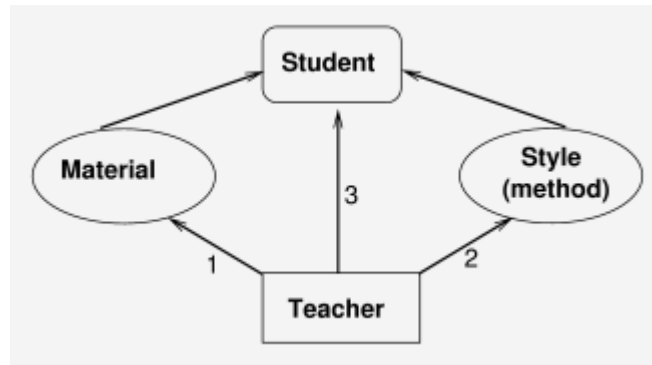
1. Make use of visual as well as auditory stimulus
2. Give opportunity for questions and discussions
3. Give opportunity for dreaming and visualisation
4. Make use of music, poetry, rhythm and rhymes
5. Don't be passive, have some activity
6. Make sure there is order, structure and a logical flow of contents and events

Pillar (b) *The Seven Laws of Learning*

(This comes from the WTB book: "The 7 Laws of the Learner" by Bruce Wilkenson.)

1) LEARNER

Teacher Success == (is defined by) Student Success



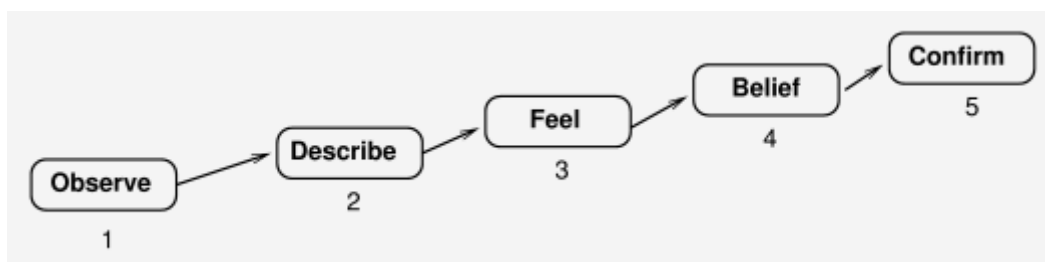
There are 3 Relationships that need to be managed:

Teacher vs -Method,
Teacher vs -Material,
Teacher vs -Students.

The Teacher is in control of the process ... and that implies that the Teacher is responsible for the outcome.

2) EXPECTATION

Expect only the best. . . . this is a self fulfilling prophecy.

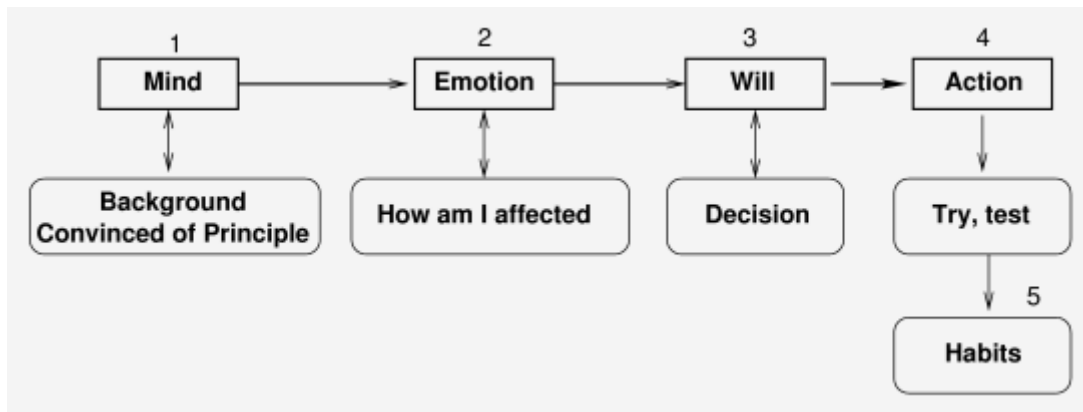


If you want to let someone know that you believe in him/her and that you expect they will achieve good things in life: create a positive expectation (about him/herself) by the following process:

- **Observe:** Your little child is rubbing some mud on the garden wall....pause a bit...
- **Describe:** "I see that you are painting the wall."...pause a bit...
- **Feel:** "It makes me feel proud to see that you care about our stuff."...pause a bit...
- **Believe:** "I believe you will one day be a good steward of your own."...pause a bit...
- **Confirm:** Give a hug and leave the mud for your friends to see.

3) APPLICATION

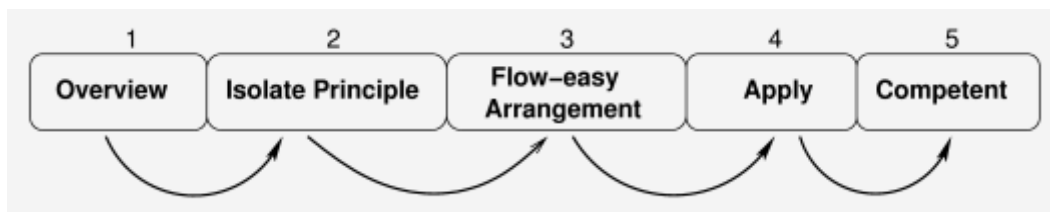
The purpose of knowledge is application.



- **Mental:** Convinced about the Principles.
- **Emotional:** So what ? How does that affect me ?
- **Will:** I decide to give it a go.
- **Physical:** I try it, apply it, exercise it.
- **Life Style:** It has become a good habit.

The purpose of knowledge is application.

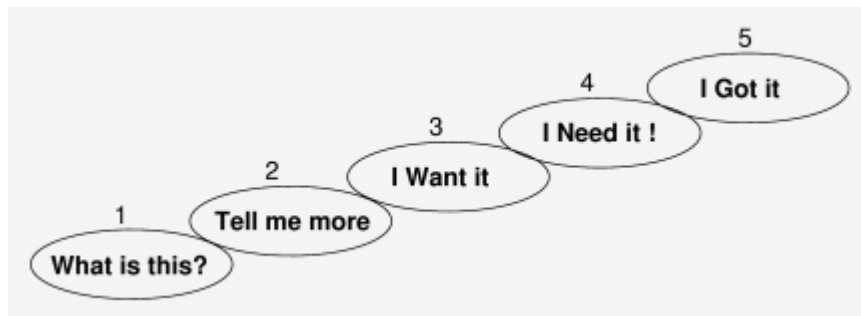
4) RETENTION



- Give an overview (prepare the ground).
- Isolate the principles (sow the seed kernels).
- Arrange the material in an logical, flowing, easy to remember sequence (water the ground).
- Apply the principles, exercise, train (the seed grow).
- Competence develop (the harvest is ready).

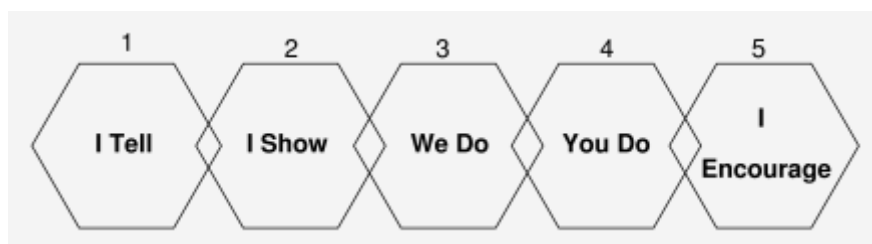
5) NEED

The need creation process:



- Get attention: what is this ?,
- Curiosity: tell me more
- Benefits: I want it,
- Tailor make it: I need it !
- Satisfy the need.

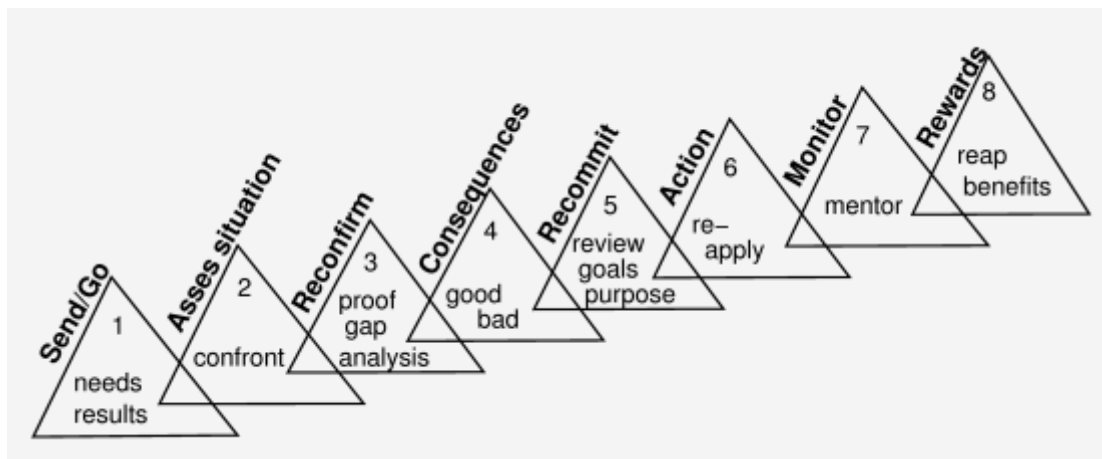
6) EQUIP



- This is the process of mentoring ...

Go on ... be one.

7) REVIVE



- Follow up.
- Did it work, how are they doing, are they reproducing ?

Principles

What are the principles emerging from our knowledge of these 7 Laws ?:

During the learning process:

1. Make sure your method & style match the situation and the people
2. Let them know that you believe in them and that you expect the best
3. The purpose of knowledge is APPLICATION
4. ONLY present the BASICS (principles) and make sure there is a logical easy flow
5. Make sure they not only need it but that WANT it
6. They need you to mentor and coach them
7. Follow up - close the loop

Pillar (c) *The Development of Competence*

0) Introduction

At the time when I had to decide on a topic for my MBA thesis, two things happened:

- First I was confronted at work with the following question:
"When does experience count for you and when does a qualification count ?
Why is it necessary to have a degree to become a manager ?"
- Secondly, the development of people fascinated me.

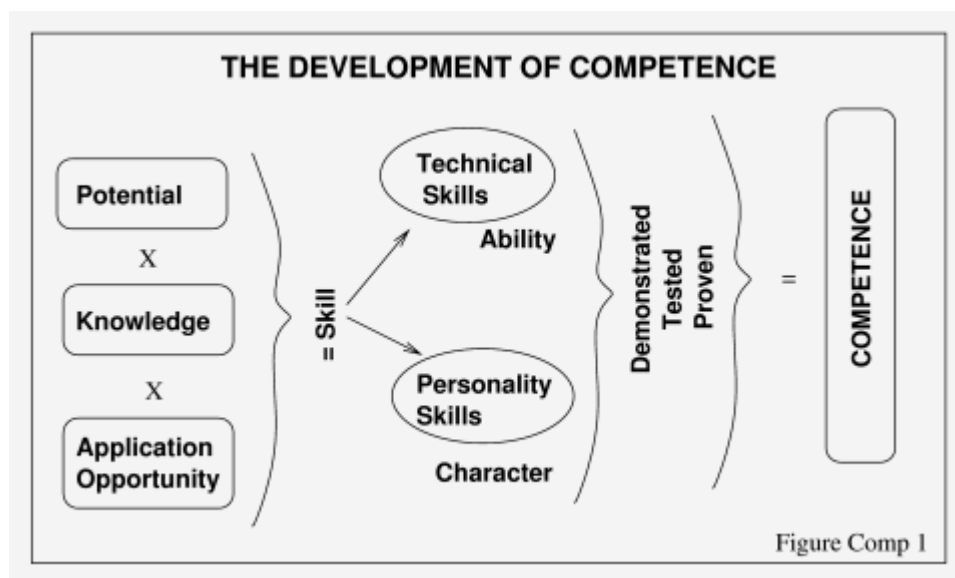
I soon realised that the thing that matters most is neither qualification, nor experience ...
It is competence.

But where does competence come from ?

I tried to sum up the research in the following figures.

1) The Elements of Competency Development

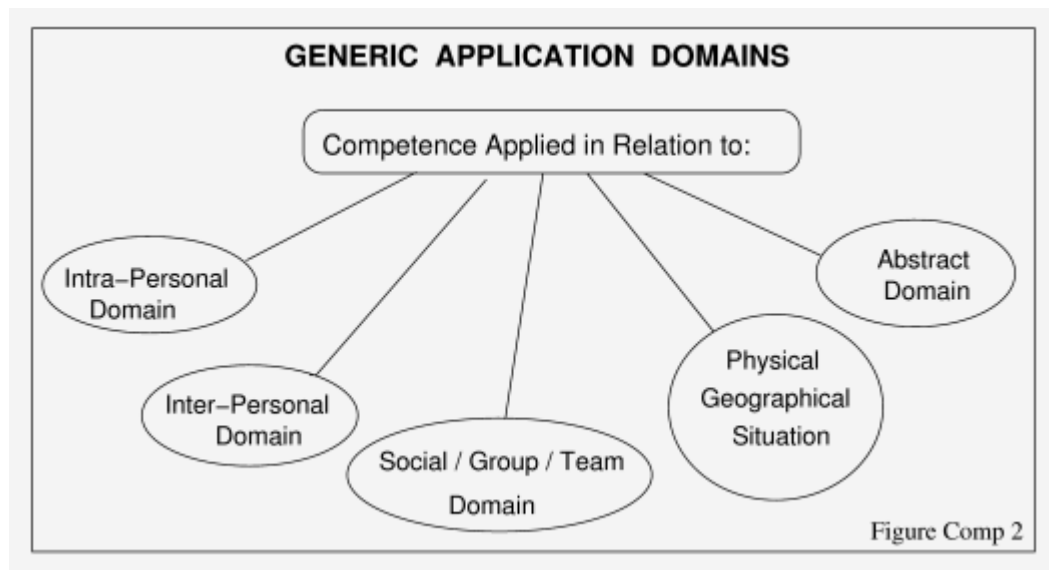
The main point is that knowledge must be applied in order to develop skill.



Growth only happens when theory is put into practise. You have to mix the two to get the reaction. And then, only when skill is demonstrated or tested, it gets classified as competence.

2) Application Domains

Competence can be applied in different areas. In the next figure I tried to find generic application domains.



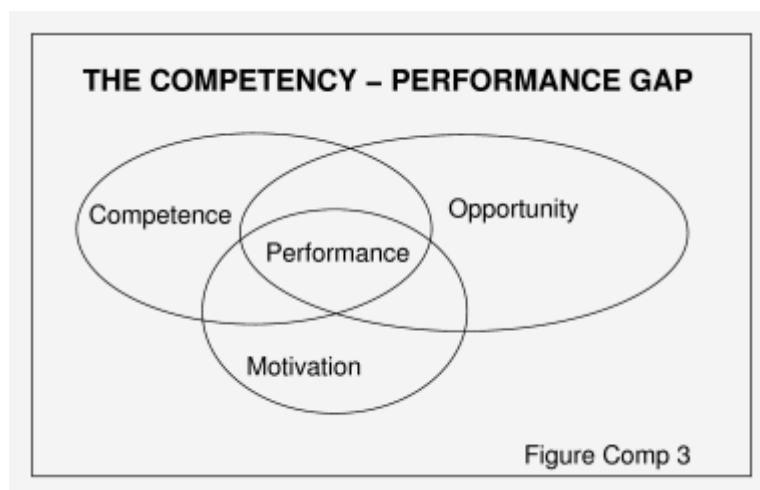
The use of this concept is for you to test a particular skill in each generic area. This can now be used to do a gap analysis and to focus your personal development in the areas needed.

3) The Competency - Performance gap

Competence does not necessarily lead to Performance.

A few things need to overlap.

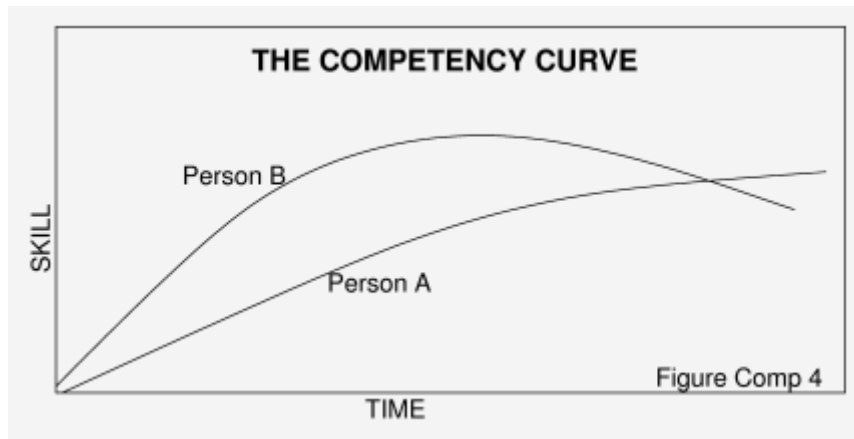
You figure it out:



And then of course, skill levels must be maintained.

4) The Competency Curve

The skills development speed of individuals vary, not only according to their potential but also (or most importantly) according to their attitude and determination.



With the Competency Curve I display the effect of Continuous Learning.

As we can see, Person A is a Continuous Learner.

Whilst B has more potential and a quicker initial learning rate, his skills are not grown and maintained over time.

The main principles emerging from this pillar are these:

You have to APPLY knowledge if you want to develop skills, and you have to KEEP at it.

Pillar (d) *Speed Reading*

Speed reading began to fascinate me some while ago. Even if you can't read 3000 to 5000 words per minute, you'll still find the 5 step approach applicable and making a lot of logical sense. This is the 5 step approach recommended for reading a book:

OVER . PRE . RE . POST . REV

1) Overview

Look for 1 second at each page in the book.
This is to **determine the Purpose** of the book.

2) Preview

Look for 4 seconds at each page in the book.
This is where your brain **forms the 'gestalt'** of the book (the framework).

3) Read

As fast as you can, without retracing in any way
building the meat onto the 'gestalt'.

4) Postview

To fill in if you've missed and to clarify the main issues.
Wrap up, Close up Summarise.

5) Review

Within two weeks time.
This **exercise your neural pathways** to find the saved information.

Principles

What are the principles emerging from our knowledge of the Speed Reading Process ?:

During the learning process:

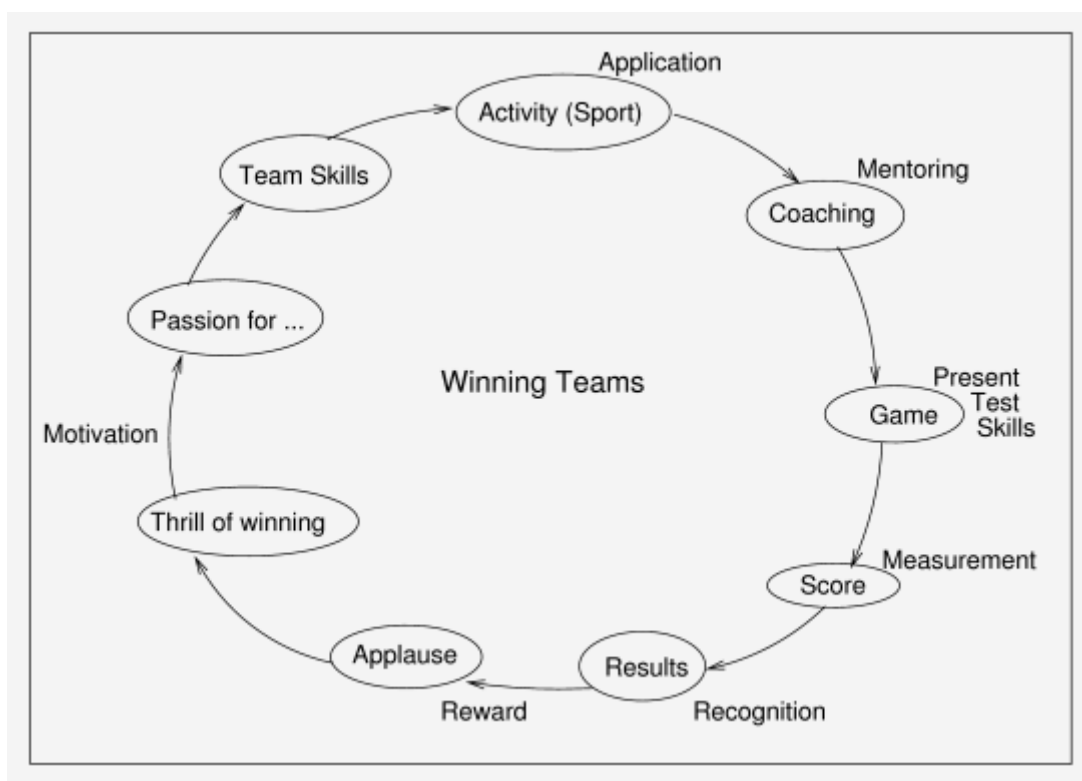
1. You have to have a goal (purpose) in mind
2. The brain needs a framework (structure / container) to associate (contain) the knowledge
3. Go quickly - don't waste time, don't repeat the obvious, don't regress
4. You have to wrap up, conclude, fill in the gaps
5. Make sure the goal was achieved, audit it, follow it up.

Pillar (e) Winning Teams

What is the most booming business in the world today ?
Sport ?If not ... where would you place sport ?

Lets look at the magic circle that make sport so successful:

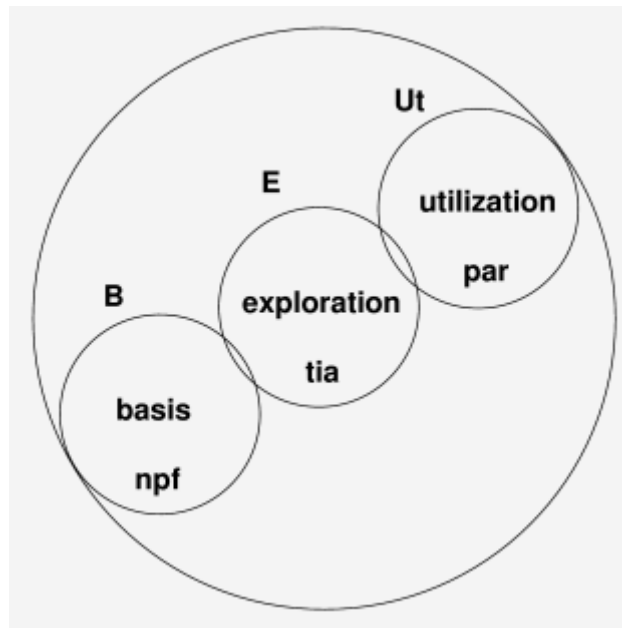
- A **group** of people with certain **skills** organise themselves into a **TEAM** and engage in an **activity**.
- They have a **coach** to **organise and harmonise** them.
- The big day is the day of the **game** when the **skills** are tested and **score** is kept.
- On **recognition** of the results **Applause** is given.
- This **thrill of winning** serves as **motivation** to go out and **improve** the skills.
- The participants and spectators develop a **passion** for the sport and the circle repeats.



Which of these elements are absent from our learning experience today ?
The thrill of Winning, the Opportunity to Present our Skills ... being Cheered ?

Do we still Coach, Measure and Applause ?
Which of these elements can be used in the learning process ?

The Accelerated Learning PROCESS



This chapter contains **my** arrangement of some of the Principles into a process with three phases:

- the formation of a theoretical basis
- an exploration of what we just heard (this is the actual learning process)
- an utilisation phase (this is to test whether skills were acquired and to motivate the use of it)

Please feel free to change this to suit YOUR needs.

Re-arrange and tailor them according to your own situation.

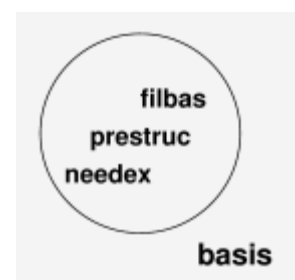
BASIS

1) Determine the NEED & create Expectation [needex]

This is why we do it, the reason, the goal, the overview.

This is what I'm going to benefit from this.

(Where are we going ?)



2) Present Visual STRUCTURE [prestruc]

This is the road map, mind map, the structure used to put content into context.

(How are we going to get there ?)

Use pictures, diagrams, brainmaps, outlines ... be creative.

3) Fill in the Basics [filbas]

Fill in the basics, let them deduct (discover) the details.

Respect their time and their intelligence. Don't repeat the obvious over and over.

Don't read from the book, they can do it themselves.

Cover the basic principles and concepts. Lead them to discovering the details. This is the content, the meat.

Make it easy for them to remember - harmonize it, - keep it short, - tell a story.

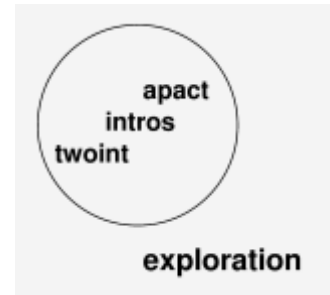
EXPLORE

4) 2-Way Interaction [toint]

Give opportunity for questions & discussions.

Man is a social being. Much more can be learned from the group than from one lecturer.

Use this enormous Intrapersonal and Group learning potential to clarify the principles and to plant the concepts.



5) Introspection [intros]

Give each person time for his/her own thoughts, plans, dreams, and visions.

Time to make it their own, time to use their imagination.

6) Application Activity [apact]

DO Something ! APPLY the theory. Have some action. Play a game.

You've Told them ... now Show them ... and then let They do it.

Just don't sit still.

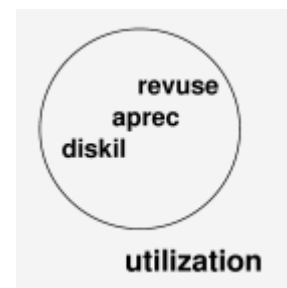
Remember: You must train trainers.

USE

7) Display Skills[diskil]

Give or make an opportunity for the learners (best in team format) to display, present, test and exercise their skills. Make a drama, have a competition, enjoy it.

This creates an opportunity for the next step ... Nothing motivates like applause.



8) Applause & Recognition [aprec]

Let them feel good about their achievements.

You want them to apply the stuff. Motivate them to do so.

They have to believe in themselves in order to be successful. First You show them that You believe in them.

9) Review & Use[revuse]

Don't just leave it there ... Follow up !

How is it going, how are you doing, is it still working, have you been training others ?

Let me tell you a story about a treasure hunter...

Arthur knew there was a treasure buried on the Long Island, and he wanted it badly ! [needex] The map he got from the old man was an invaluable piece of information. [prestruc] His preparation for the journey included all the basic stuff they would need. [filbas]

He had a good discussion with Andrew about their plan of action and the distribution of the gold and diamonds. [twoint] During their journey to Long Island, he frequently dreamed of the things he could do - once the treasure was in their hands. [intros] In the mean time they were struggling through the thick bush frequently checking their map, searching for the cave from which the mountain stream came. [apact]

When they return with the treasure [diskil] it will be enough money to buy that new boat. He will be the envy of the village [aprec] being able to out sail all the other boats. He'll be off to places unexplored, places new, to find him and his mates their next treasure. [revuse]

ALPFA is derived from the 5 Pillars, from which you are invited to derive your own if interested.

