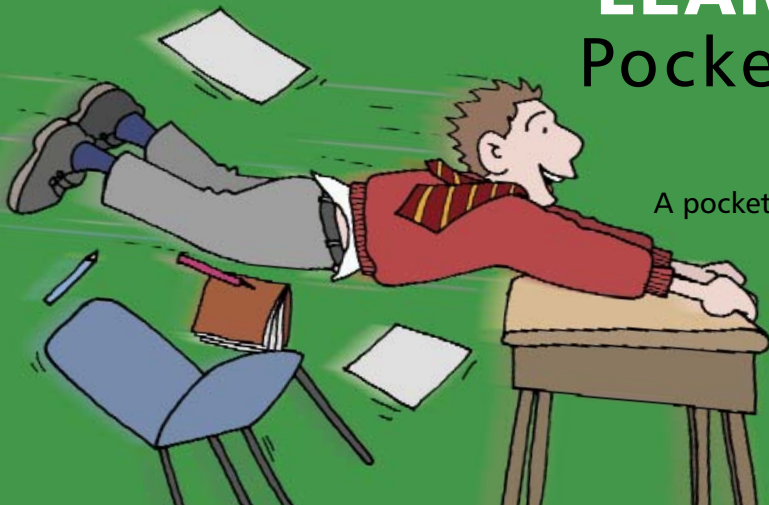


# ACCELERATED LEARNING Pocketbook

*2nd edition*

A pocketful of tips, tools  
and techniques  
to help your  
students reach  
their potential



**Brin Best**

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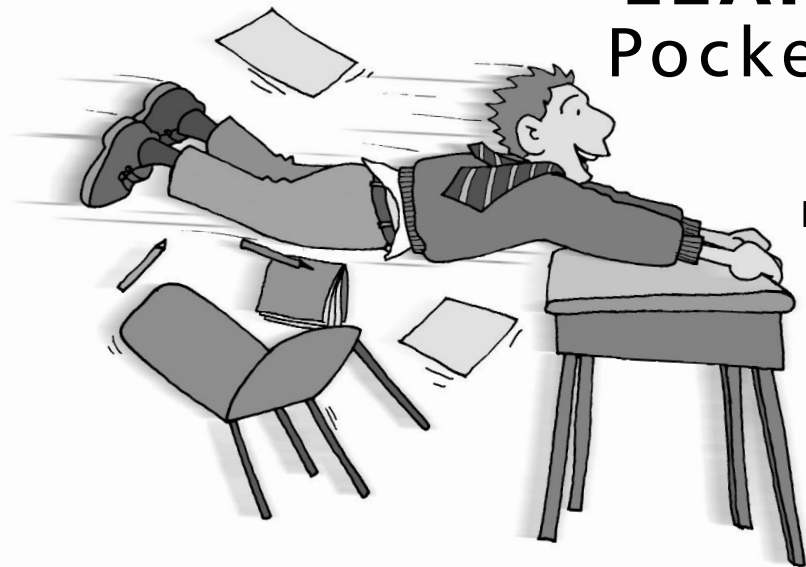
# **ACCELERATED LEARNING**

## **Pocketbook**

*2nd edition*

**By Brin Best**

Cartoons:  
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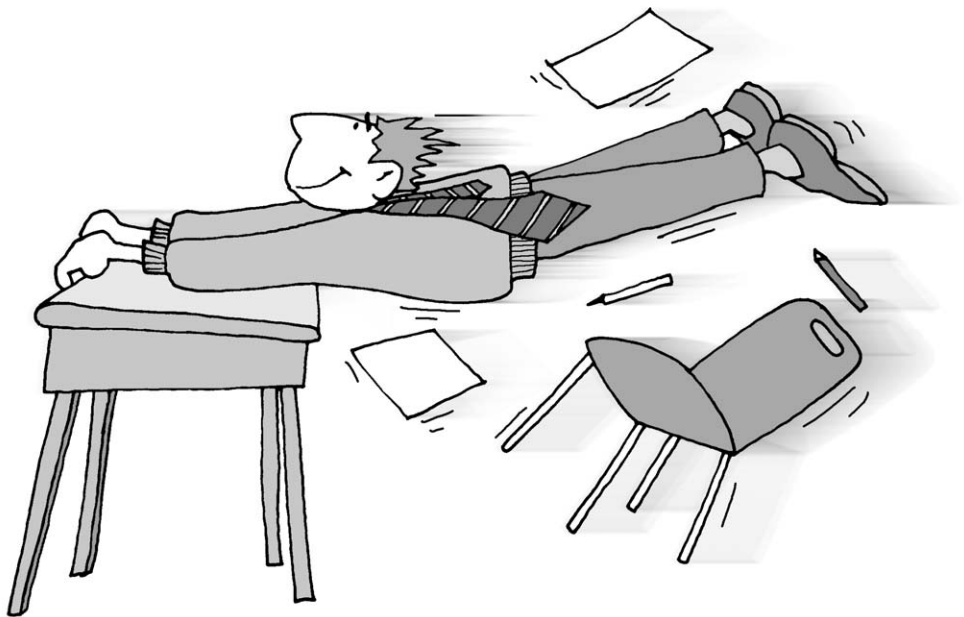
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**Introduction**



**Getting your  
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**Teaching  
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# Introduction

# How to use this Pocketbook



This book is about how to teach in a way that maximises your students' chances of reaching their potential. It provides a range of practical, tried and tested strategies and techniques that have been shown to get results. But, be warned – some of your beliefs about effective methods of teaching may be challenged.

**Accelerated learning** happens when teachers take account of how our brains learn most effectively. It is based on recent research into the physiology of the brain and on studies into the most effective teaching methods from around the world. Teachers who have used these methods are getting spectacular results in their classrooms, with their students becoming more motivated and engaged in their learning.

Over the last few decades we have taken a huge leap forward in our understanding of the brain and how people learn. Although there is much still to find out, what we already know has allowed us to devise a powerful range of methods that are revolutionising teaching. Although many of these have been used by teachers in a less structured way for years, we now have a growing body of evidence to back up these methods.



# How to use this Pocketbook



The aim of this book is to draw together in a handy, pocket-sized format all the information you need to take advantage of the accelerated learning methods in your classroom. Within these pages you will find a wealth of advice that, if implemented with commitment, will result in the kind of engagement in learning that so many teachers are looking for. It will also help your students **learn how to learn**, enabling them to become lifelong learners and achieve success in the changing world of tomorrow.

Towards the end of the book is a **self-evaluation framework** that will help you to judge how far along the continuum of accelerated learning you have reached in your own classroom. It will also allow you to record what needs to be done for you to progress to the next level.

Embracing the principles of accelerated learning means that you must model these principles as you work, in order to become an **accelerated learner** yourself. This book is based on these principles in the way it is written, its structure and design. Overleaf you will find a list of ways to ensure you are an accelerated learner as you use it.

# Being an accelerated learner as you use the book



- Jot down what you already know about accelerated learning (this activates your **prior knowledge**)
- Make a note of what you want to get out of reading this book (these are your **learning goals**)
- Make sure you are in the right **physical** and **emotional state** to learn (see the next section if you're not sure how to do this)
- Skim through the book first to get the **big picture**



# Being an accelerated learner as you use the book



- As you read, highlight sections, underline key words, and jot down any questions that come to mind (this will increase your **interaction** with the book)
- Take '**brain breaks**' as you work to give your brain a rest and the chance to assimilate what you have learnt (eg: 'brain gym', page 33)
- Carry out any exercises or tasks suggested in the book so your learning is **active**
- Tell others about what you have learnt (thereby **demonstrating** you have learnt it)
- Complete the self-evaluation section at the back so you have a series of action points to tackle that can form the basis of your **accelerated learning development plan**
- **Put into action** your development plan, involving other people along the way to help you make it a success
- **Review** the contents of the book at regular intervals so the key information is transferred to your long-term memory, **testing** yourself as you do so

# Classroom changes since the Victorian era



To help illustrate the principles of accelerated learning we shall begin with a table comparing three classrooms in the UK, each from a different decade in the last hundred or so years.

<b>Feature</b>	<b>Example A</b>	<b>Example B</b>	<b>Example C</b>
Class size	Very large (often over 40)	Large (often over 30)	Small (never more than 30)
Seating arrangements	Students seated in rows behind desks	Students seated in rows behind desks	Students seated at computer workstations or behind desks arranged in more creative patterns
Teacher's equipment	Slate and chalk	Blackboard and chalk	Whiteboard or interactive whiteboard linked to computer
Where students' work is recorded	On slates	In exercise books	Saved on central computer hard drive as well as traditional forms of recording on paper