

## **The Accelerative Learning Road Less Traveled**

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In our quick change society, deep change is rarely considered as an option. Yet deep change is the path we choose in order to ensure long-term lasting change with high positive impact for students.

We feel an obligation to guarantee our students something for the time they invest in taking our courses. In order to do that, we choose to design our courses so that they work with any teacher and any student. This requires a design model that can be used by anyone, and not only the person who creates it.

In the field of Accelerative Learning, creating that design model is the road less traveled.

How does one create courses that deliver the same end result for students, while giving teachers the freedom to express themselves fully and differentiate for all learning styles in the room? How does one create an entire series of courses articulated from Novice to Advanced proficiency and aligned with international curriculum standards? Finally, how does one ensure all courses will adhere to the principles of Accelerative Learning?

We are fortunate to stand on the shoulders of decades of research conducted by dedicated pioneers like Lozanov (Suggestion), Gateva (Suggestive use of Art and Drama), Gardner (Multiple Intelligences), Canfield (Self-Esteem), Krashen (Natural Approach), Asher (Total Physical Response), Rassius (Dartmouth method), Diamond (Brain Research), Csikszentmihalyi (Flow), and Fibonacci (Golden Mean and the Fibonacci sequence) to name a few.

We are also fortunate to have a series of clients that entrust us with creating courses for their students. To date, over 500,000 students have taken these courses and achieved the ending goals set by each client. These clients – several airlines in several countries, a media university in Malaysia, a top urban school district in the USA, and a Montessori franchise in Mexico – trust us to transform decades of research into actual courses that are articulated across a full range of proficiency ranges and also integrate international curriculum standards into every course.

The clients above have one thing in common – they all use our ***ICAL Inside***<sup>TM</sup> system of training, materials, and design to develop students into ***Innovationeers***<sup>TM</sup>, who are 21<sup>st</sup> Century learners ready to excel in the global marketplace. What are some aspects of our “road less traveled” system that convinces our clients to choose Deep Change versus Fast Change for their Teachers and Learners?

**Scaffolding Human Capital** – ICAL builds the local human capital of our clients instead of importing expatriate staff that eventually leaves. We train local teachers in 12 levels of “Best Practices”, then coach and mentor them for their first teaching cycle, and continuously improve their long-term skills with local mentors we build into every system we design.

**Multiple Paths to Teaching and Learning** – ICAL creates an inquiry-based, student-centered, humanistic approach for both Teachers and Learners by **fostering independent learning** with self-guided reading focused on critical thinking skills; weaving all content areas into **practical project-based learning** with outcomes that create personal insight into history, math, science and the arts; **solidifying the self** within the group with centers where transfer of study skills is evident to both teacher and student.

Articulated Design – ICAL builds an articulated program of 8 levels of proficiency (Novice to Advanced) using an 11-step model of design based on the Fibonacci number sequence. All courses include teacher lesson plans that deliver components of self-esteem; the multiple intelligences; core curriculum standards; differentiated instruction; music and concert readings for auditory learners, handouts, props and materials for tactile learners; supporting overheads for visual learners; and 22 design and delivery “standards” that operate in the background of every ICAL course and classroom (like a Windows Operating System for Teaching and Learning!)

Holographic Delivery Structure – ICAL integrates the 4 skills of proficiency (reading / writing / speaking / listening) with all areas of core curriculum content and 38 key knowledge economy skills for global workers into a holographic delivery structure with 6 main components that function simultaneously throughout the school year.

- 1) Themed Courses - Each 130 lesson, 65-hour course has a separate theme to captivate both students and teachers throughout the sequence of lessons. Courses like Flights of Imagination, Explorer’s Club, Mission to Mars, Time Guardians, etc. bring a heightened sense of anticipation to every lesson!
- 2) Guided Reading Sequences - Each 3-hour sequence allows the Learners to experience each book from the 9 different perspectives of the multiple intelligences. Once the book is read by the teacher, the students engage in a series of activities including crafting (visual spatial) or acting it out (kinesthetic) or putting the events in sequence (logical) or creating a song summarizing the story (musical), etc. There are over 200 stories for Learners to enjoy!
- 3) Centers - These fast-moving sequences activate key curriculum areas at five different tables simultaneously (math, science, social studies, language arts, fine arts). Students work individually within groups to create the output required at each table in 15 minutes, and then rotate to a different table where a different curriculum challenge awaits. Centers are used to solidify the sense of self within the context of a group, where the transfer of individual skills can be learned from the peer group. Over the course of one week, the students have 25 different ending outcomes in five different subject areas that can be evaluated individually by student. Centers are fun, fast, and effective.
- 4) Literacy and Language Arts - This sequence fosters independent self-learners to work in literacy and language arts in a self-paced fashion. Level Readers are used in this section combined with student-centered worksheets that require critical thinking, writing, drawing, and conceptual skills to develop each reader into Bloom’s Levels 5 and 6 – Creating and Evaluating.
- 5) Projects - This sequence also covers key curriculum areas like centers; however, here the students work individually and in teams to reach the final product required for math, social studies, language arts, fine arts, and technology areas. Projects are implemented over the course of a semester or a full school year. Projects develop key skills for life - research skills, peer coaching, responsibility, accountability, multi-tasking, incorporating feedback, prioritization, developing skills to deeper understanding of concepts, gaining insight from research results and

experiences, applying new skills, etc. The students' output and participation will be evaluated via rubrics giving them the freedom to determine their own grade.

- 6) Specials - This section is special one-day events, which are cultural and thematic holidays appropriate to the target culture being acquired. Students can celebrate the depth of their proficiency and content mastery in these events that mark the passing of seasons.

This work has been a labor of love for all of us these many years, and a lifetime's work in the making. Sometimes, we ask ourselves: would we do it all again? Every time we see the light of understanding in a student's or a teacher's eyes, we know the answer.

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