



# Express Learning

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Express Learning is a process of learning through music, visuals, writing, and workshops and so on. Due to the rapid changes in society and technology, courses are available to help pre-school kids, parents, teachers, trainers, and anyone ready to stay ahead of technology by guiding them through courses. The courses help them to adapt, and to develop inborn skills, such as creativity, logic thinking, etc. Express Learning is stages of lessons that help students use all their abilities to achieve. Express Learning helps students by employing music, arts, drama, posters, text, and various other methods to get the most out of learning.

Rather than relying on supplements to improve memory and take the chance at getting ill, now students can rely on Express Learning to get the most out of education. The problem is Express Learning is limited to some areas. Not every school system has welcomed Express Learning, simply because traditional education practices is referred. The concepts fall beneath underlying principles in education. The same principles in ordinary education has proven to cause remedial and gifted children to fall short of their full abilities to achieve in professional workplace, school, and home and in society.

## **Express Learning**

Express Learning is important today, since technology is rapidly producing new solutions in business. Children today have to learn at rapid speeds to keep up with technology, as well adults must learn quickly also.

Express Learning programs open the doors to help adults gain. The programs offer courses or training to help you stay up to date. The problem is technology is speeding, so the Express Learning courses change rapidly to help you stay ahead of the game.

The Express Learning courses help you to develop important skills, such as creativity, logic thinking, and absorbing information.

The concept of Express Learning came into view when technology seen the need for our demands to absorb what we learn quicker and think logical while creating sufficient skills to handle the rapid changes.

Courses today offer you the opportunity to adapt to rapid changes. You learn innovative ways to successfully approach learning. The programs help you to adapt to home studies combined with programmes in the upcoming web business.

Online you will find links to courses that open the door to learning accelerated programmes to develop skills, designed to teach pre-school kids develop skills to prepare for their future. Rather the parents can use the learning from the courses to advance their children's skills. The courses

build motivation. You learn multi-intelligence strategies in creativity, logic and learning. Using accelerated methods, the courses walk you through learning new languages. You find it easy to learn, and will develop skills to learn quickly.

How to choose courses:

Choosing courses is easy. You select from books, health, corporate teacher training, learning languages, adult and student learning, prime school Express Learning, pre-school Express Learning and so on.

Once you enroll in the courses, you work through programmes; developing skills successfully guide you through swift changes in life, business and school. You earn degrees at some colleges online, which you can use to teach others Express Learning.

The programmes are for businesses, organizations, trainers, teachers, students and parents. At the schools, you learn visual spatial, linguistics, musical learning, logical math, intrapersonal skills, interpersonal skills, naturalist, and bodily Kinesthetic. Some of the schools offer similar or different courses, so check around to find out what is offered to you.

Some of the concepts taught at the schools come from famous Gardener's notions. The theories that multiple intelligence increases the IQ is outlined in some of the courses.

Amazing, people with multiple personality disorders have these traits, developed from earlier childhood, which ironically the world is now noting

these traits to be healthy in teaching people rapid skills to keep up with a fast-moving world.

Learning is a process and is based on your state of mind. To improve your abilities to solve problems you need skills, which are inborn. The inborn skills are developed by learning new ways to solve problems.

Express Learning does just that, the courses teach you new ways to solve problems by using logic and your creative mind. Learning linguistics helps you to read better. You will learn to write better, communicate effectively and so on. Some of the examples offered at schools online come from famous writers around the world.

Logic math intelligence is a way to teach you how to calculate with reason. You will learn to think through problems, looking at the whole picture. The skills could be used in accountants, law, economist, science, engineer and so on.

Visual spatial helps you to use your abilities to imagine, visualize, etc. Some of the people that use these skills are architectures, photographers, writers, strategic, planners, and sculptors and so on. Sailors use visual spatial also to plan their route.

## **Learning through Accelerated Courses**

Learning through accelerated courses is possible today. The point of the courses is to help you pull up inborn skills, such as thinking logically and using the creative mind to stay ahead of the fast-paced world.

### **How the courses work:**

Learning through accelerated courses permits you to follow structures in learning based on the term, which the umbrella uses practical points to educate the students.

The notion behind the courses use a series of disciplinary actions to allow you to study various aspects of the brains functions. The theory is that the human mind can use awareness combined with motivation to achieve in life. Using optimal psychology approaches the intellectual notions the courses help you to develop new skills.

Learning through accelerated courses improves your motivational skills. You will learn and reach levels of progress beyond what you believed. The courses provide you with breadths of skill developing, proven to help you achieve. You gain understanding by learning common human skills.

The courses teach you creative thinking skills through positive educational processes. You learn to use your visualization skills to solve problems. You have a placard of summaries that guide you through official pardon physical abilities to accomplish.

Focusing on feedback will help you learn exact recitals to improve your actions and ability to solve problems. Sharing overviews help you to build comprehensive skills through content, processes and learning. Engaging in learning to solve pretense problems will build your knowledge by using case studies, as well as critical thinking that challenge the mind to solve problems effectively.

Learning through accelerated courses provides you the chance of learning while meeting challenges in multi-ways, groups and through representation in understanding the cause of problems.

You will create reflections and space that gives you purposeful dialogues, and review what you have learnt in the courses so that your memory improves. Creating positive support in learning helps you to accept challenges and risks. You connect with what you have learned in your life. In addition, you learn to develop new ideas to achieve your goals. You learn see the benefits of what you learned and what outcome is optional for you.

Throughout the course, you activate your mind. You start to see problems as they are and consider the situation effectively. This helps you to solve problems by conjuring up new ideas. You learn to put your learning to good use and demonstrate by reviewing your progress.

You consider what you understand and see your mistakes as something that you can learn from by reviewing each mistake closely. Using a variety of intellectual points, you learn to find ways to solve your problems more effectively. As you carry on you consolidate your learning. You see how to



solve problems. You see how to obtain information needed to improve your life. You learn to look back to see if you meet your needs. In addition, you learn to use your mind to consider what you have learned.

Learning through accelerated courses helps you to learn creative ways in supported learning courses by opening your awareness to focus on your physical states. Through observation, hearing, and actions you learn to think positive. You learn to set reasonable goals and to use feedback to relate to other people. The learning courses help you to develop innate skills to improve your overall life.

The world is moving fast. It pays to learn while you have the opportunity, since the world will keep moving and leave you behind otherwise. To learn more about these courses take a few moments to visit the Internet and explore your possibilities. Learning through accelerated studies includes various methods to consider.

## **Learning in Accelerated Studies**

The Express Learning classes gear you up for learning multi-facet studies that encompass an array of creative techniques and ways of common knowledge. The theories behind these classes are that you use research to accumulate new ideas in the best way of learning for you.

The concept is to use research combined with learning techniques to enhance your performance and retentions. You learn effectively by challenging the mind and learning new ways to understand problems. Using traditional methods, you learn a wide array of new subjects that help you to improve at work, home, or in school.

Methodology in Express Learning teaches you systematic ways to learn. The programs contain exact core fundamentals. Combining learning with your own brain, the courses empower you to learn at faster speeds. The courses opt for a combination of fun and learning effectively so that you get the most of your new knowledge. To gain in the classes you have to get the most of the theories behind the accelerated courses.

Theories behind while seem recent have been in existence since the 70s. A Bulgaria professor developed the notion. The theory perceived by Lozanov was that using psychotherapy and psychiatry that people could learn faster. The professor started out teaching people foreign languages, which included visual arts, music and relaxation.

During class actions, the students would learn scores of new words,

vocabulary and this was accomplished in one day. The retention level increased incredibly to near 100%. This brought in the suggestology notion. The notion proposes for consideration in which to state or refer to possible choices, plans, or course of actions one can take to solve problems by sharing. Using implications and hints, the person joins with someone, suggesting problems and ideas in solving the problems.

Express Learning is a tool that helps you to progress faster. Through happen and developmental skills you increase the velocity of causing something to happen quicker. According to professor Lozanov, the notion behind suggestology is the best way to learn, since it is organized in a way that the structure stays on course.

The students learn naturally. Using innate abilities to learn, students can build on accelerated methods in suggestology to learn faster, efficiently and then imitate the ways of learning as a child to improve overall performance. Using suggestology methods the students recapture their child learning to accelerate in the processes of understanding. Content retention is learned effectively.

The courses offered use multi-facets of encompassing methods to teach students, using a wide array of techniques and ways that help them to learn fast.

Using manifold of intellectual channels students accelerate effectively by combining new ideas, styles in learning, cognitive thinking, neurosciences

and so on. The theory has common beliefs, assumption, core points, and theories to back suggestology.

Neurosciences are the process of scientific studies of the nervous system. The concept is that scientifically students use disciplinary in such a way that neuroanatomy, which studies the nerve cells or central nervous system in collections of discipline.

The latest Express Learning processes use music, visual, arts and other tactics to help students learn faster. Since the world is moving rapidly, people need to feel comfortable in their environment. As well, people need to learn through relaxation how to control the emotions so that they can solve problems effectively. The notion behind Express Learning stands close to biofeedback, which is the process of understanding physiological control techniques in using monitoring devices to display data regarding the bodily operation and its functions, including the heart rate, blood pressure and skin temperature. The concept is to pull up the conscious mind to control emotions by focusing on the nervous system.

## **The Nervous System and Express Learning**

Neurosciences taught in Express Learning, is the processes of scientific studies that involve the central nervous system. (CNS) Based on theories, neurosciences uses scientific concepts to teach students disciplinary. Neuroanatomy studies have shown that the nerve cells or central nervous system can control collectively the way a person thinks.

Express Learning uses multi-facets of study solutions that encompass basic learning. Using an array of creative strategies and research, Express Learning helps students to develop effectively new ideas to solve problems.

Accelerated processes in learning involve music, visual imagery, arts, positive thinking, motivation, etc to help students feel comfortable in their environment, thus learning faster. The classes teach guided relaxation to help students feel comfortable in their environment. The concept is to develop skills that help them to solve problems efficiently.

Research when combined with learning techniques has proven to enhance performance and retentions. Students effectively learn by challenging cognitive mind.

The line of attack in Express Learning combines systematic processes that contain exact core constituents to prompt the brain to learn from childhood experiences. The course empowers students by helping them to use suggestology practices to learn faster.

Suggestology focuses on manifolds of intellectual channels to help students accelerate. The students develop new ways to develop new ideas by using learning styles. Cognitive thinking is prompted from neurosciences, which is based on core points, assumptions, beliefs and theories in suggestology.

Theories behind suggestology is that people can learn foreign languages, learn faster, etc by using visual arts, music and guided relaxation.

Accelerated classes help you to enhance your vocabulary by learning thousands of words each day.

Retention levels increase incredibly by building vocabulary. The accelerated courses use multi-facets of encompassing lines of attacks to teach students by employing a wide selection of techniques.

The beliefs and theories behind suggestology or Express Learning is that learning based on dual plans of recallable thoughts and feelings. The notion backs some of the Freudian theories, which imparts the mind that lies between the consciousness and unconscious states. In summary, students learn to extract information from their subconscious mind while focusing on nerve system functions to learn fast.

Suggestions are big in Express Learning. According to trainers, suggestions open doors to new proposals by discovering suggestions in the subconscious and conscious mind. In short, the student while listening consciously to an instructor speak, subconsciously the student is disturbed by background noise, the instructors behaviors, actions and the way he speaks in the

classroom. Observation then is used in Express Learning to help students perceive things more effectively.

The mind processes fast, processing by association, recital and symbols. Accelerated teaches believe that neutrality is non-existing between negative and positive thinking, thus positive is the focus. This means the student will learn to think positive more often by paying closer attention, feeling comfortable and learning in a fun and friendly setting.

The notions fall along the line of the power of suggestions, motivation, and the power of the mind. Express Learning teaches students to pay attention by helping them to realize that teachers are important. Teachers are role models that should work in harmony with students. If a student believes in his teacher, suggestology believes that the student will learn faster.

In Express Learning students place high emphasis on beliefs. The teacher is responsible to spot limitations in student learning. Tapping into the reserves of the subconscious and conscious mind, students learn by accepting more work than they believe they could complete, yet acts, as it is easy to finish. The students are situated in a relax environment, stress-free so that they can learn more effectively. The core elements in Express Learning involve a series of actions, steps and human regulations.

## **The Core Elements in Express Learning**

### **How do the core elements reflect on students in Express Learning?**

The core elements in Express Learning start in a physical setting. The concept is that when students learn in a comfortable setting they learn faster. The room temperature, the lighting, decorations, colors, and plants are considered to create a relaxing setting. The arrangement of seating is also created in a way that the student feels comfortable, since he can sit anywhere he chooses.

The elements in Express Learning use music and peripherals. When students listen to effectual and appropriate music, suggestology believes that it enhances the ability to learn.

### **How music sets the mood for Express Learning:**

In the classrooms teaches use baroque or rococo music to help students feel relaxed and to focus on their assignments. The upbeat sounds are positive choices to energize the students by using stimuli to get the adrenaline flowing.

### **How Express Learning opens visualization skills up:**

Express Learning uses peripherals, insignificant processes as posters and visualization aids to strengthen the lessons in class. Information is open to suggestions. The students are taught to use suggestions in the subconscious and conscious mind to discover new ways of learning quicker. The contained peripherals include the student focusing on the instructor, while



using suggestions in the subconscious mind.

**How the teacher interacts with students in Express Learning classes:**

The teacher has a duty in Express Learning courses, i.e. to establish a creditable relaxation with each student. The point is to build trust so that the students learn faster. Tone of speech is a key point for teachers. They must use creditable pitch, tempo, tone, soft speech, loud speaking correctly. The concept is to keep the students interested in learning while placing emphasis on core points.

In Express Learning students learn in a positive setting. The teachers take measures to make sure that the student's emotions are not threatened. The concept is to use friendly tone to have fun and relax in class. The students are taught to use positive reflections and thoughts in the learning phrases so that it improves retention. The teachers focus on their language to make sure negative remarks do not reflect on the students, rather positive words help the students to learn faster. The teacher is obligated to build strengthening rapports, as well as relationships with each student in the classroom.

Accelerated processes in learning, students feel comfortable in their environment. In the classroom, the teacher guides the students to relaxation helping the students feel comfortable in their environment.

Research when combined with learning techniques has proven to enhance performance and retentions. Students effectively learn by challenging cognitive mind.

**How suggestology teaches students to learn faster:**

Suggestology help the students to focus on manifolds of intellectual ways to think through problems effectively. Working in harmony with each student, the teacher helps him or her to tap into his or her subconscious and conscious mind to learn quickly.

In accelerated courses, art combines with drama to teach students by using puppets, artifacts, costumes, and hats. The point of each lesson is learnt. Drama involves narratives, role-play, etc, anything to make lessons livelier. In accelerated courses active combined with passive concerts help, the students learn the elements of classic teachings in suggestopedic, or suggestology. Selective sounds, or music, the teacher helps the students learn by telling them a drama-packed story, using proper tonality.

Storytelling is an old childhood method that has proven effectively in teaching children. Using stories, drama, music, arts, etc, children in Express Learning will improve their skills so that they can handle home, work, and relationships effectively. The due processes in Express Learning follow a pattern.

## **The Due Processes in Suggestology Express Learning**

The Due Processes in Suggestology Express Learning involve a series of encompassing techniques. Prep classes open the door to the power of suggestions, while active lessons make room for content and active concepts. Express Learning opens room for discovery by using debriefs. Demonstrative classes, show you know- label, experiences, and build throughout and so on are just some of the lessons taught in Express Learning.

### **The structures... how they work in Express Learning:**

At Express Learning courses teachers stay within a frame that focuses on core elements that harmonize with the students' abilities to learn and the lessons. In structured setting students can learn effectively. Three processes come from the original Lozanov theories. The processes include preparing the students, getting the students active and use passive training to teach them to learn quickly.

Teachers in Express Learning prepare students by planting untimely suggestions in their minds. The notion is to make learning easy. Overviews are prompt at the onset, using content to open room for suggestions. The point is to connect the minds to previous childhood learning by creating universal images.

During active study, students use their experiences to learn. The teacher helps them to create new ideas by involving them in complete learner.

Concerts, demonstrations, debrief and hands-on lessons are used to get the students involved.

Passive teaching involves continuous lessons that reflect on learning. Reviews are used also, as well as passive reviews and concert activities. Celebration of learning follows closely behind the lessons.

In Express Learning students, use a frame of patterns that follow methodology in suggestology. While in Express Learning patterns are different in some courses, yet the basic theories are used to follow a similar frame. One frame is the Quantum. This is a forum for learning. Quantum involves enrollment, experiences, label, demonstrate, review and celebrations.

During the enroll stage, students hook onto intriguing statements that open them up to learning. Using universal imagery, the teacher demonstrates at the onset, reviewing the lessons. Curiosity opens up, since the students get a glimpse into the unmatched realm of the human nerve cells, system and the brain. They learn to reveal suggestions from the subconscious and conscious mind. Rapport is established during this phase, which ignites the passions in the students, prompting them to discover their possibilities.

Using experiences, students learn from activities that demonstrate each lesson taught. The student creates the need to learn or know more. Experiences open the doors to curiosity that takes them to engage with the emotions, allowing the student to tap in reserves of the mind based on knowledge learned and associate with those experiences to learn more. This builds a meaningful relationship with self that has relevancy related to the

courses content in a way the student finds relaxation, fun and learning a welcome.

During the label phase, students relates to data learned now by applying the information gathered to their experiences. The lessons are explained, which places emphasis on the student's experiences, need to label and the sequential of defining learning in a new way.

During demonstrate stages, the teacher guides the students to new opportunities by applying linguistics. The student learns to apply new information learnt to various situations and to translate them effectively. During review phase, students' embeds the new information into the mind, strengthening nervous system associations to increase retention. Followed, the students celebrate their success. This closing stage follows efforts honored, and the diligence behind their success.

The due processes in Express Learning is intended to help students learn faster, and to adapt to the fast changes taking place in our world. Learn the quantum behind Express Learning.

## **Quantum in Express Learning**

Quantum in Express Learning is the process of framed lessons that ensure students can learn from various levels. The student enrolls in the course, which the first pique targets students' curiosity, inspiring them to learn from created exciting experiences that elevate their expectations. The goal is to train the emotions to think positive completely.

During the course the students train, learning from their experiences through game lessons, drama, art, music, etc. The lessons are intended to be fun, yet educational. After each activity, the students ask questions. The questions cue the instructor to start the label process. During the process, the students gather information, which the teacher explains, debriefs the details taught in the course.

After debriefing the demonstrate lessons begin, which assist the students in connecting to their previous experiences to gain new ways of learning. Quick reviews embed what the students learned in their memory. After the lessons end, the students join in a celebration, praising their success. The celebrations include words of encouragement, upbeat musical, cheers, etc.

Express Learning is prompt by Lozanov theories, which combines comprehensive learning with suggestology and collectively applies to the courses. Courses today combine Lozanov theories, such as De-suggestology and suggestology. The sciences allow teachers and students to focus on conditions inhibited into their own creative skills. The brain reserves are explored in the course from complete psyche standpoints.

During the courses, snapshots of basic accelerated lessons are taught. The teachers use tonality compliant with teaching students effectively throughout the lessons. The teacher remains lively, positive, and friendly to the students. The teacher greets the students with affirmative friendly comments, while maintaining eye contact. The gestures and words spoken are friendly, making the students feel welcome.

Using positive words, the day starts off with this is going to be a good day for all of us. The point is to rid negative emotions, yet to spark suggestion in a passive way. The outcome of positive minds brings good rewards. Express Learning establishes rapport with the students to make them feel relaxed and safe.

Throughout the course, upbeat musicals stream from stereos to create a pleasant feeling for everyone in the room. The sounds boost energy, inspiring the students to learn.

In the classroom students, learn from well thought out arrangements, including plants, music, lighting, seating, posters, etc. The concept is to reinforce each lesson learnt.

Once the music ceases, the students seat themselves and the instructor takes off to prepare the students to learn through intriguing questions and statements.

### **How they start lessons:**

In the classroom, a teacher uses geography details, such as weather, fauna, climate, and flora to draw images into the students head. The instructor may

ask if you were stranded on a deserted island in Cuba could you find ways to survive the experience.

Once the teacher draws them into the question, he follows by suggesting activities that ease the mind, yet takes them through the learning processes. The concept is to inspire the students to take active part in learning. Using simulations, the teacher encourages the students to learn how they could survive on a stranded island. Role-playing is part of the solution in finding answers to survival.

After the lesson, the teacher debriefs the classroom to help them discover new ways of learning. How would you survive being stranded on a deserted island? The teacher then takes the students through history to explain settlers' survival in earlier days. Simulation starts again and is applied to their new learning followed by demonstrate lessons. The questions during this phase helps the students decide what they learnt from the lessons. The challenges of introducing Express Learning into our schools are sometimes resistant to change.



## **The Challenges of Introducing an Express Learning Program into a School Resistant to Change**

### **Why do we want to promote Express Learning in our schools?**

Express Learning is one of the surest ways of incorporating the strengths of all students, rather than the more traditional method of choosing to focus exclusively on the academic prowess of a select few students. By varying the curriculum materials and the manner in which they are taught according to the individual needs and strengths of students, educators will have a much better chance of reaching the student body as a majority rather than requiring the majority to conform to the learning styles of a certain few. Furthermore, by targeting students' individual learning strengths and abilities and working to incorporate these various learning abilities in a variety of teaching styles to accelerate students' absorption of the material, schools will be in a position to promote not only the acceleration but also the general academic advancement of all students.

In promoting the academic advancement of all students according to their individual strengths and learning styles, schools and educators that promote Express Learning across the curriculum will also encourage a greater sense of self-confidence in students who might not have done so well in a more "traditional" academic environment. This will enable a wider variety of students to graduate feeling prepared for a world that will not actually require much from them in the way of academic ability, but rather will require that they meet a variety of problems in a variety of different ways. The Express Learning system will ideally have prepared students for these

different situations, and equipped them to know how they best handle problems. With the knowledge given to them earlier in life during their education, these students are better prepared to face the work world as adults.

Why is there sometimes-such resistance to Express Learning in schools?

The teachers and educators who are most likely to resist the idea of Express Learning are the more “traditional” educators, or teachers who have been educated by those who adhere to more “old school” systems of belief. There is a strong resistance to change in many school systems, especially those school systems that have older or more “set in their ways” administrators and educators. Parents and those few educators who do want to introduce Express Learning programs and more innovative ways are discouraged from doing so and sometimes viewed as troublemakers because the “old ways” are good enough for everybody else.

While these more traditionally minded teachers and administrators are becoming fewer in number as more progressive education styles come into play, there are still a fair number of them out there. Parents may find it difficult to strike a balance between patient respect and the degree of authority that they wish to maintain when it comes to influencing their children’s education.

## **What can we do to encourage Express Learning in our schools?**

In order to remain influential in their children's schooling, it is important that parents maintain active involvement in every aspect of their children's educational system. School administrators are kept on by the government, which has a vested interest in making sure that the people who elect them are happy and satisfied with the quality of education being provided. Parents are a powerful voice, and should be prepared to exercise that voice in seeing that their children receive the fair and well-rounded style of education that students deserve. The hiring of every new teacher should be viewed as an opportunity to have an impact for the better on the lives of the students.

**Express Learning as it Applies to Students Considered Advanced or Gifted.**

## **Express Learning as it Applies to Students Considered Advanced or “Gifted”**

### **What is the traditional image that comes to mind when discussing Express Learning?**

Certainly one of the earliest applications of the phrase “Express Learning” and possibly the one that springs most readily to mind in terms of an educational setting is the use of accelerated materials and a more challenging curriculum to challenge students considered advanced or exceptional as compared to their peer groups. These students are those who excel in most of the more traditional academic fields

### **How is Express Learning applied when it comes to advancing the exceptionally talented students?**

The first step to applying an accelerated program for gifted or talented students is to identify those students who are, in fact, advanced beyond those in their peer group. This separation of the advanced students from the “ordinary” students is most typically done by application of a traditional IQ test and/or standardized academic testing. Sometimes achievement or aptitude tests are applied as well in order to isolate those students who are most capable of performing at a level above that of their peer group.

There are various ways that the accelerated program is then applied to benefit the advanced students. A few of the better-known applications of accelerated program involve the administration of a “standard” curriculum

simply earlier in the student's life, or at a more intensified rate of delivery than is used for the average student. These methods of application can include the child's early entry to the school system or the promotion of the child into a grade above his or her age group. It may also include the accelerated rate of teaching of the subject matter or curriculum, often by simply providing standard materials from a higher level to a child who exhibits advanced development in a particular area.

**What are the advantages of offering an Express Learning program to advanced students?**

There are certain undeniable advantages to providing an accelerated curriculum to students who are able to handle the more difficult material. Certainly, they provide an additional challenge and a degree of variety that is often welcomed by the advanced student. Such variations and greater academic challenges keep the more advanced students from becoming bored, with more standard material that is well below their abilities and the implementation of accelerated programs often provides more options in advanced children with equally advanced skills. Many of these higher-thinking skills and the self-directed materials that are provided to the students enable them to develop skills that will serve them well in a more advanced academic setting, theoretically giving them an "edge" over their peer groups when competing for choice spots in colleges.

**What are the possible shortcomings of offering an Express Learning program to advanced students?**

While there are definite benefits to offering Express Learning programs to advanced students, thereby providing them with the chance to complete less challenging work at an accelerated pace in order to move on to more advanced and open-ended course materials. The materials are used to challenge themselves; there are nevertheless certain shortcomings to the program that should be considered before implementation in order to assess the likely effect it will have on the student. The principal shortcoming to accelerating the achievement and learning of gifted students is the sense of isolation that such students often experience. Children learn at a very young age to distinguish who is “different”, and the advanced students certainly fall into that category. Young children don’t care about academic advantages as much as they care about simply blending in; Express Learning programs for gifted students do not permit students that luxury, and often set them up for difficulty when it comes to blending in with their peers at stages in their development when simple acceptance is the most critical factor for future success. **Express Learning as it Applies to Students Considered Low Achieving or Remedial...**

## **Express Learning as it Applies to Students Considered Low-Achieving or Remedial**

### **What is the purpose of applying Express Learning for students considered remedial?**

The application of an Express Learning program to benefit students who are considered low achieving or remedial in their basic academic skills as compared with their classmates is typically designed with the intent that students will be given more individualized attention to help them accelerate their learning in the skill areas in which they are considered substandard. The acceleration in this case is viewed as the acceleration of the child's absorption rate of the curriculum; it is intended that students will be accelerated not to advance them beyond their peers, but rather to help them "catch up" to the point where their age group is meant to be functioning. While the purpose of Express Learning programs for more advanced students is generally to foster an understanding beyond the standard curriculum, the application of an Express Learning program for remedial students is meant simply to bring them to a place where they are confident that they have an understanding of that same standard set of material.

It is important that the idea of Express Learning as it is applied to remedial learners not be confused with the practice of "remediation", that is, a process meant to help remedial students gain all the skills thought necessary to help them reach the same level as their peers. This practice often actually has the opposite effect, slowing their learning down drastically, often to the point where students frequently despair of ever catching up. The process of

Express Learning as it is designed for low-achieving students is designed instead to find other ways for the students to achieve the target level, applying a more meaningful and ideally motivating strategy designed to target the perceived weaknesses of the student by accelerating his or her learning strengths in aiding them to catch up.

### **How is Express Learning applied to help students considered low achieving?**

As with the Express Learning programs meant for gifted students it is first necessary to identify those students considered remedial. Again, as with the accelerated programs for gifted students, this is done by means of standardized academic tests that target students who are considered below average in ability and/or IQ. These students are the ones traditionally felt to be likely to have the most difficulty in their academic pursuits later in life, and therefore are targeted for intervention by placing them in programs meant to accelerate their learning by identifying the manner in which they will learn best.

### **What are the benefits of offering Express Learning programs to remedial or low-achieving students?**

Certainly the most obvious advantage is that the Express Learning programs will engage the students in a fun and meaningful way, encouraging them to see that they are able to achieve the same results as the “normal” students once educators have helped them target their own individual learning strengths. Provided the Express Learning program is applied properly, they



will then find it easier to catch up in the skills that they previously lacked, and find that course material that was previously daunting is now both accessible and engaging, since their learning style has been isolated and used to improve upon their ability to grasp new concepts.

What are the potential pitfalls of offering Express Learning programs to remedial or low-achieving students?

As with the accelerated programs for gifted students, the students classified as remedial or low achieving often find themselves singled out by their peer groups, even if the accelerated program is applied in a classroom setting, it often requires a degree of individual attention or isolation that sets the student apart. Therefore, care must be taken to ensure that other students are given as little chance as possible to single out the low-achieving student as “stupid” or “retarded.” The reflections in Express Learning is worth looking into.

## **Reflections in Express Learning**

### **The start in Express Learning:**

The reflections in Express Learning, reflects on simulation, debriefs, reviews, role-playing, music, arts, drama, positive thinking, and so on. After the students in accelerated classes join in lessons, they follow up with a class celebration. The celebration allows them to credit self for doing a good job.

### **How the lessons work:**

Throughout the lessons, the instructor will use cards that include questions and images. The students learn from the cards by answering questions in harmony. A story follows, which places high emphasis on the lesson. The students enjoy baroque lyrics and sounds while the teacher encourages learning. The students relax to baroque sounds while the instructor begins, preparing the students for a story. Celebrations end the lessons.

Throughout the courses, instructors help the students to learn through acceleration. The students are trained to follow similar flows of patterns until the day has ended. The students continue learning in a fun way. Positive reflections carry on throughout the course.

The instructor pays careful attention to the students' attentiveness and state of willingness to learn and pay attention. The plans cease for breaks frequently to keep the students inspired. The students start the days off with friendly greetings, such as a common hello. Once greetings are shared, the students begin through preparation.

**How they prepare:**

Preparation starts the day, which the instructor peaks the students' curiosity, inspiring them to learn. The Express Learning overlays carry forward with layers of lessons given throughout the day. The lessons are repeated throughout the week in a systematic process.

**How orchestras benefit Express Learning students:**

The instructor in Express Learning courses teaches students by planning orchestras. The orchestras include elements integrated to create a whole picture. Students may fail to see the suggestions opening their curiosity. Suggestions follow suggestology reasons, which imbed in lessons that guide students to Express Learning. Within the setting, the instructor keeps the lessons fun, spontaneous and makes sure the environment is comfortable for learning.

The courses in Express Learning have proven results that students can learn through fun, music, arts, plays, role-playing and so on. Students tend to learn faster. Students benefit from Express Learning courses, since retention, comprehension, the ability to think critical, etc is all enhanced. Instructors use several methods in Express Learning courses. Instructors have reported high-test score results by following these methods.

Grades improve in Express Learning, since students' motivation increases with their self-esteem and confidence. This opens the door to willingness to participate in learning.

Instructors incorporate various suggestology methods to help students learn

at faster paces. It takes less effort and time to learn significant points that help students progress in all areas of life. Effective ratings show that Express Learning is the best way to gain skills that help students at work, home, school, or anywhere in their lives.

In recent studies of Express Learning about 84 percent of the students participating reported that the courses enhanced their self-esteem. One percent from 100 stated that they used the skills developed in the course everyday, which bettered their lives dramatically. Grades improved in school as well. Students also claimed to enjoy school activities more.

Some arguments have made its way into Express Learning concepts. Of course, something good always brings arguments in, yet the concepts behind Express Learning has proven beyond any argument that students learn faster, better and improve human qualities while attending the courses. If you are open to persuasion and looking for ways to better your life, we encourage you to learn more about Express Learning courses. You will find resources online for your convenience. Students of all ages and abilities can benefit from Express Learning.

## **Express Learning as it Applies to Students of All Abilities**

### **What is the purpose of applying Express Learning for students of all abilities?**

With accelerated programs available for remedial and advanced students, it might seem redundant to offer a program for the “average” students at all; certainly many schools do not find it worth their while to follow the far-reaching pattern set by some educational institutions. This ambitious plan involves implementing a program of Express Learning across the entire school. This permits students of all manner of abilities to study together in a variety of ways that target their various learning styles, enabling all of them to learn differently and at levels that are reasonable and accessible to all of them, while still emerging with the same basic skills at the end of the school year.

Certainly, this wide-ranging application of an Express Learning program can seem not only redundant, but also incredibly daunting. It requires a vast amount of coordination and preparation amongst teachers, and as a result, many educators may be slow to see, if not the desirability of such a plan, at least the feasibility of it. However, if implemented properly, such a scheme would make it possible for all students to draw on their individual abilities while working in a group setting that will make them feel part of a collective, rather than singled out by peers or educators due to perceived exceptionality.

## **How can Express Learning be applied to help such a wide variety of students?**

The strength of acceleration is that it is not remediation, a technique used to help students acquire skills needed to perform basic or more advanced tasks. Therefore, Express Learning programs do not try to compensate for what educators perceive as student deficits, but rather focus on the wide variety of learning abilities within the student body to promote group-based learning that will benefit all students regardless of more traditional perceived abilities. If done properly, this program of Express Learning will have the effect of allowing all students to progress at a comparable rate simply because it targets their individual learning strengths and styles with an eye to engaging them in the course material in a way that makes it relevant, engaging and applicable.

What are the benefits of offering an Express Learning program to students with such varying abilities?

There is a growing concern that students from North America are unable to compete on an international level with their respective peer groups around the world. It is felt by many parents and education experts that focusing only on the gifted and remedial students, the “average” majority are being left behind to a degree that cripples the national educational standards to an alarming degree. By focusing on all students and using a variety of teaching methods to target learning styles and engage students in a manner that makes course material more readily accessible to them, learning speed should be

accelerated to a degree that enables North American schoolchildren to better compete on an international level.

What are the potential disadvantages to offering an Express Learning program to students whose abilities vary so greatly?

Probably the principal disadvantage to such a widespread implementation of an Express Learning curriculum is the degree of focus and coordination it requires of both students and teachers. The reality is that students do have such widely different talents and learning styles. To realistically, incorporate all of these learning styles in one group setting requires a greater degree of supervision and individualized attention that can pass as an ordinary division of labor among a group of educators, rather than looking as if students are being singled out for special favors or extra help.

The applications in Express Learning help students at all levels progress.

## **Applications in Express Learning**

### **How applications in Express Learning benefit students:**

With accelerated programs, students can advance faster through corrective methods. The courses often seem redundant, yet the average student learns faster by using applications of fun, spontaneous lessons. Certainly most schools will not find Express Learning courses something of good value. The schools often see the programs as far-reaching patterns that are set to slow progress.

Contrary to the notion, the ruthless plans involve implements of Express Learning taking students to new levels of the learning processes. Students have options to learn regardless of their abilities lacking. Students study as a team in various ways that target each peer learning styles. The students have enabled ways of learning at different levels that reasonably help them access all of their innate qualities as a human being. The students emerge basic skills into Express Learning.

The wide range of applications helps students in Express Learning programs through redundancy. Yet incredibly frightening at first, the courses require vast amounts of preparation and coordination between teachers and students respectively. As a result, many educators do not understand the desirable plans or the possibilities behind Express Learning.

When implemented correctly, the schemes make it possible for students to



draw from their individuality and their abilities by working as teams in a comfortable setting. The goal is to make students feel comfortable, working in harmony with others. Collectively the students benefit from educators, since teachers are trained to focus on each student's need to learn.

### **How is Express Learning applied to fit all students' needs to learn?**

Strength of accelerated strategies and techniques involving remediation help the students to acquire skills needed to accomplish basic or advanced tasks.

Express Learning programs avoid compensation for students with deficits, or learning disabilities. Rather these students are treated according to their abilities to learn, and treated as unions of other students participating in the lessons. The focus is placed on the student's needs and the wide array of learning abilities within the student's body to function as a team. Express Learning programs benefit all students despite traditional perceived abilities.

The programs effect all students in a positive light. This allows students to progress at compared rates, simply because Express Learning targets individuality by working as a team.

Strengths and styles of each student are carefully addressed by instructors of Express Learning programs. Instructors use an eye when engaging each student, helping them according to their abilities in the course materials in a way that makes it relevant, charming and appropriate.

### **Why is Express Learning a subject of topic?**

Recently, studies showed that Northern American students could not compete with the learning pace on an intercontinental level. Parents, educators all felt that a focus needed to be placed on gifted or remedial students. The majority left behind only cripples the nationwide educational standards at an alarming rate.

Express Learning focuses on all students by using several suggestology methods to help each student learn in the way that fits their style. By engaging students, educators of Express Learning felt that the alarming rate would decrease if students felt as a whole in learning, as a part, and not as someone striving to keep up with the next student.

Learning speed when accelerated to a degree that all students have the same focus enables these North American students better to compete on an intercontinental level. Students all have their own learning styles and talents, thus Express Learning is a way to address each style and talent by helping students acquire skills that benefit them in a global way. Despite the arguments, Express Learning is a way to teach students in a more effective way. Learning the differences in past and present concepts of Express Learning can help you get better understanding of its benefits.

## **The Difference between Past and Present Conceptions of Express Learning**

### **Who are the types of students historically associated with Express Learning?**

Previously, the two types of students associated with Express Learning were the two “extremes”. Although they come from opposite ends of the achievement scale, gifted and remedial students share the common factor that they have a longer history of being given the chance to accelerate their learning skills through a speedier type of educational course. The students who were considered gifted historically skipped grades and/or were encouraged to progress through standard course material at a much faster rate. In these ways, both of these types of students were considered part of an “accelerated” program, by virtue of either their need for acceleration or their ability to handle it.

Furthermore, ever-increasing numbers of students who are considered low achieving or remedial in their abilities were offered the chance to accelerate their learning by being granted access to educators who were able to help them focus on learning strategies that would make it easier for them to engage with the course material. By making the material more accessible, they made it possible for students to achieve degrees of academic success of which they were previously thought incapable, simply because the curriculum was not previously geared to their needs.

## **Who are the types of students currently associated with Express Learning?**

Now, Express Learning is considered a viable option for students at all levels of achievement. It has become a concern that students at all levels of ability have the opportunity to find their course material engaging, challenging and applicable to a variety of fields in life. The belief is that Express Learning can be used to prepare students for greater life challenges later on by teaching them to adapt to various situations and applying their knowledge about their own individual learning styles to help them better face challenges and solve problems they encounter in the academic and work worlds.

## **What sorts of classrooms are traditionally associated with Express Learning?**

Previously, students who engaged in Express Learning programs were usually isolated in individual classrooms to make it possible for them to focus better on the specialized curriculum that had been prepared for them. The classrooms were set apart from the “regular” classrooms and it was impossible for the “Regular” students to be unaware of their existence, or of the “differences” of the students who attended those classrooms. They were also set apart by the different teaching styles; an excess of expectation places on the advanced students, and an abundance of teachers and a variety of teacher’s aides so that educators could assist with the remedial students.

## **What sorts of classrooms are currently associated with Express Learning?**

Nowadays, just about any classroom may be turned into a classroom ideal for an Express Learning program.

With such a wide variety of students engaging in the process, it has become increasingly necessary to spread the learning process out between varieties of classes. Sometimes the Express Learning classes may be conducted outside, in the case of science and athletic classes. Sometimes the Express Learning classes may be conducted in theatres or in music classrooms that allow children to expand their dramatic, musical and physical talents. At other times, the classes may be conducted in a more traditional classroom setting, perhaps at desks or perhaps at tables in small groups; certainly there is no “isolation” from the “regular” students in these modern day Express Learning classrooms. They focus instead on including all students and making them feel part of a larger group simply by virtue of the all-inclusive nature of the lessons taught and the style in which the classes are conducted. Conceptual aspects of Express Learning have left a trademark on spectators.

## **Conceptual Aspects of Express Learning**

### **How conceptual aspects of Express Learning taught students in history:**

Up to that time, a couple of students were associated with the theories behind Express Learning. Back in the day, students at two “extremes” benefited from suggestology.

These students came from opposing ends of the achievement scales, which composed the remedial and the gifted students. The students shared amongst them, common aspects in learning. The history being of great length gave these students the opportunity to accelerate their learning abilities to acquire helpful skills.

The gifted students would often skip grades. Sometimes the students were encouraged to progress by using common course materials. The concept led to the notion that students if allowed to handle standard course materials on gifted levels or not could learn faster.

Increasing numbers of students, including the gifted and remedial students, work in union at Express Learning programs, working to the best of their abilities.

Students are offered the opportunity to accelerate in learning by choosing their admission to educators able to assist each students focus in learning strategies by offering them the opportunity to have fun while learning.

Course material is more accessible. The concept is to make possible for each student to achieve. Academic success made a landmark in Express Learning

programs, since even what people thought were incapable people with the ability to learn, learnt at faster paces and successfully benefited in so many ways, it brought the conceptual aspects of Express Learning into focus.

Express Learning now is believed as a workable option for students at all levels of learning. The programs have concerned some spectators who believe that students at all levels of abilities have far-reaching goals in Express Learning.

Students however have far more advanced ways and have the opportunity to find their course material exciting, challenging, yet rewarding? The benefits reaped at Express Learning is far-reaching more so than common courses.

Conceptual aspects of Express Learning programs disregard unruly spectators unwilling to give these students with all levels of learning abilities a chance at learning faster. Prepared students in Express Learning programs have greater life challenges. Yet by teaching each student accordingly to his/her ability to adapt to all sorts of situations and applying the knowledge regarding to their own individual way of learning and their styles to assist each student to better take on challenges, solve problems encountered, yet in the academic fashion and work environment ways.

In ordinary classrooms, gifted and remedial students were isolated. This hindered the students from learning. They are often put in special education, rather than helped to learn in their own unique way. Ungifted students rarely knew these gifted peers existed, and differences stood out. That is the

common students are taught that if someone is different they have less value than someone without a learning differences does. This promoted prejudice, which carries on to our day. Express Learning then, works in a way that it removes prejudices, allowing students to grow up healthy and strong while learning at faster rates.

Nowadays we have a wide selection of students that engage in the processes of Express Learning. Express Learning has become progressively more necessary to expend the learning processes in the company of various classes.

Express Learning classes at times may be conducted outside of class. For instance, students may join in outdoor activities, such as sports or science.

Express Learning classes may be conducted in theatres or in musical classrooms where students expand their knowledge through learning from dramas, musicals and physical abilities. The traditional setting, allows students to work in teams without isolating self from other students. Summing up Express Learning, it is the latest invention that has left imprints on educators around the world.

### **Summing up Express Learning**



Express Learning is a language program. The courses started from Doctor Lozanov based on his theories and research of the concept suggestopedic, or suggestology.

### **About suggestopedia:**

The term is in relation to instructing tactics that Bulgarian Lozanov a doctor in psychology developed. The conceptual took on the studies in suggestology, which various methods are used in a selection of field course studies. The start begins with foreign languages, i.e. students were taught in accelerated courses how to speak other languages. The good doctor seen progress in a new light and took Express Learning to a new level however. After seeing children learn over four times the standard rate of learning, the doctor started the theories and beliefs behind today's Express Learning courses.

It took some time, since scientifically the notion was not proven or verified until later. The absences of benchmarks in scientific studies took a toll when Schiffler another foreign instructor at Berlin University practiced Express Learning in class using Lozanov's methods. In scientifically experimental ways, the doctor used suggestopedia, which proved effective in teaching students in a traditional setting.

The doctor took experiments to the level that he combined intensive 4-hour learning in a day's course combining it with extensive 2-hour learning practices twice weekly. He threw in tests at six varying levels of students skills and found progress. Intensive suggestopedic practices showed an

amazing result alone. Extensive practices showed that there were nil differences in significant to the student's abilities to learn quickly.

Express Learning theories when applied gave a positive result that suggestions open up doors to students' willingness to learn and work as a team. By the early 70s, the doctor proved that improvement was evident by practicing Dr. Lozanov theories in Express Learning. The focus came on learning by using De-Suggestively and using De-Suggestopedic strategies. De-Suggestopedia and De-Suggestively backs the notion of power of suggestion. The methods used apply the six leading foreign languages in teaching strategies known from language. This is the oldest grammar language translation practiced used in history. The concept came from pedagogy, or the sciences or profession in teaching pedagogic.

Express Learning today encompasses the different levels of learning, teaching, approaches and methodology in education. The general statements imply that Express Learning falls under this title, since it uses brain gyms, mind maps, concert text, edu-kinesthetic, reading while listening to music, variant intelligence theories, multi-memory strategies, influential music, etc.

Music is used to ignite passions to learn by stimulating the mental and emotional learning states. The setting within the classroom gives way to

covering a wide range of senses. Using music, instructors learnt this is an aid to learning, spotting patterns, and implementing chunks of suggestology, suggestopedic, etc into neuron linguistics programmes combined with drama and the suspending of common beliefs.

The term pedagogy applies to teachers, science and art. Using strategies teachers' use students' self-styles to help them to learn faster. The term applies to Greek applications that define child-lead-literally, which outlines the concepts behind leading to a child. A slave then of Greece gave way to the terms that outline Express Learning, i.e. this slave supervised by masters of ancient Greece took the slave to classes, which included gym. Musical instruments were carried by the slave, which started Express Learning with music, gym etc. Pedagogy applies to instructional theories, which included Brazil Freire, an influential person of the 20<sup>th</sup> centuries. Freire referred to accelerated pedagogy theories, i.e. calling it critical.

Express Learning uses the history of a childhood from each student to help him or her learn at rapid pace. Experiences, environment, personal situation, etc, are used to help students today benefit from Express Learning courses.

## **The Basics of Express Learning**

**What is Express Learning? Why is Express Learning so helpful?**

Given the fast pace of our modern-day life, we often find that we are short-changing ourselves when it comes to setting aside the time it takes for personal and professional advancement. Because we are so busy getting done everything that we do not have time to put aside until later, it is unfortunately usually very difficult to make the time that we think we will require for our own personal and professional improvement and development. This difficulty that we have in finding time to improve our professional, personal and/or academic performance is one of the main reasons that people have developed a new method of learning. The lack of time that people often think they need to improve themselves is behind the reasons for the development of something called Express Learning.

The phrase Express Learning is used in a variety of contexts. One of the more traditional uses is the term accelerated education; that is, the process of moving academically advances or “gifted” children and teenagers ahead in school to increase the difficulty of their work, and better challenge them to learn as a result. In this context, however, the Express Learning referred to is a methodology that is designed to do just what it sounds like— Express Learning is meant to speed up peoples’ learning process, making it possible for them to learn a variety of different things in a shorter period of time. If Express Learning is applied properly, the people should also be able to learn in a way that will make sense to them. Express Learning takes into account the many different ways in which people learn and works to apply these different learning styles to the task at hand, helping people with less conventional styles of learning to learn things at a deeper and faster rate. When Express Learning is applied properly, it should let people of all ages

learn at a much deeper level and if the Express Learning process is conducted properly, the people should be able to enjoy themselves while they are learning!

### **Who can benefit from Express Learning?**

One of the features of Express Learning that makes it so attractive to so many people is that it is a methodology that can be applied by just about anybody across an incredible variety of professions and disciplines. Many businesses use Express Learning as a means of helping their employees and other professionals better understand various tasks and principles instated by the employing company, as a way of making seminars more enjoyable and accessible to a wider variety of employees.

Schools and environments that are more academic also use the principles of Express Learning to help students at all levels and abilities better improve their learning abilities; Express Learning can benefit both remedial students and more advanced learners, as well as students who are closer to the “middle of the pack”. Students as young as the pre-school level can benefit from the simple application of the Express Learning techniques:

Finally, parents and early childhood educators are finding that Express Learning techniques can even benefit children previously thought too young really learn. There are adapted and simplified methods of incorporating Express Learning into the daily routines of infants even younger than eighteen months of age that are shown to improve their capacity for understanding later in life. Express Learning, then, is a technique that allows

a variety of educators and employers to teach new skills in just about any discipline that can be applied at any life stage for just about any purpose- a very useful methodology indeed!

Express Learning in why practices benefit you is better understood when unruly prejudices are removed.

### **Express Learning Practices in why it helps you**

Until recently, suggestopedic or suggestopedia focused on guided relaxation to help students learn at faster rates. The focus was placed on mirrors of neurons, or the central nervous system. (CNS) After Schiffler came up with the notion behind inter-hemispheric in teaching foreign languages for learning Express Learning became far more than relaxation. The concept brought in the use of mental visualizations that involved gestures to coach relaxation in class to help students learn faster.

Living in a fast pace modern-environment, students often were short-changed, denied the right to personal and professional advancements. Living in a busy world that forces us to strive to achieve, yet achievement falls behind most of us, since we rarely have time to learn skills to improve our lives.

Because we all learn at our own styles, and faced with educational standards that hinder some of us gifted or remedial folks from achieving, a solution had to come available to stop isolating the children that learn at different

levels and styles. The insufficient amount of time, which folks believe they need to improve themselves is behind the reasons of Express Learning.

The practices in Express Learning; in why it helps you is based on a series of context. Traditional methods are employed in Express Learning; i.e. the processes move gifted and remedial students to academically advance. Children, pre-school, teenagers and even adults can advance in Express Learning.

Children find it difficult to meet educational standards in modern classrooms often, especially the gifted and remedial students. The work is often far more challenging than what their abilities allot them to conquer.

Express Learning refers to methodologies in which it designs class materials in a way that it involves sounds. Music is employed. The studies read while listening to music, which has proven to speed up the processing of learning. Students use Express Learning tactics to learn a selection of atypical subjects in a shorter timeframe.

Express Learning properly applied enables the students and teacher to learn in a way that will make sense. Express Learning opens the doors for students to learn in different ways. Students are more willing to apply the different learning styles to daily task. Students use fewer conventional styles of learning to achieve a deeper meaning.

The conceptual purposes back Suggestopedia learning, which learning is enhanced to lower affective filters of the students.

The term suggests that Lozanov's theories used with Suggestology and the pedagogy or Suggestopedic methods that students are more liberated.

Humans have a need to feel liberated, which Express Learning makes sense since it gives students the human necessities to overcome preliminary concepts that reflect on negativity. Negativity only makes it difficult to learn.

Combining Suggestology with De-Suggestopedia practices brings the liberation in to focus while De-suggestive brings out the freedom to learn without feeling overly stressed. Through spontaneous learning, students have acquisitions of advanced and non-advanced knowledge that instructs them to use habits and skills to improve their life.

Implemented practices in Express Learning helps students to use the subconscious and conscious minds to give room to suggestion. Pulling from reserves from the conscious and subconscious states the students work together to reach unlimited areas of the mind to achieve. Methodologies of Express Learning are applied in the class to help everyone in the courses achieve by using disciplinary actions. Businesses can benefit from these courses, since they can use their learning to help employees, managerial staff, etc, feel confident with a deeper understanding of principles installed by the employers over a selection of tasks. Work and learning then can become a fun experience for everyone involved.

### **Business and Schools Benefiting from Express Learning**



Business and schools benefit from Express Learning courses. Business advance because they can use what they learn to help employees, managerial staff, etc learn to adhere to principals outlined by the company, which helps them to multi-task easier.

Schools can benefit from Express Learning, since they can stop isolating gifted and remedial children by joining all studies in a fun learning environment fitted to help each student learn according to their own abilities.

The students can benefit from understanding the academic principles behind standard education practices and Express Learning courses. Students learn based on their own unique learning ability, rather than expectations of teachers. Learners advance more in Express Learning whether they are remedial or gifted because the students come closer to center packs in educational practices. Pre-school students, teenagers, or other levels can use simplicity in application practices to benefit from Express Learning and enhance skills to boost self-esteem.

Parents can also benefit from Express Learning classes. Children at one time were believed to be too young to learn, can improve skills by participating in Express Learning. The programs teach students, parents, educators, business, employees, etc to adapt to simply techniques with incorporated practices of Express Learning. This is a daily plan that even infants can improve their capacity to relate and understand to the fast changes in their world. Using techniques, educators of Express Learning employ various tasks into a day of learning to help students develop innovative skills that benefit all by

focusing on disciplinary lessons. Liberation is discovered in a new light as students apply early on practices of accelerated methodologies in learning.

Employing tactics that removes blocks of affective filters from each student has proven to help them take on positive thinking by negation negative emotions. The students' attitudes become more positive as they reflect on tactics that help them remove negative thinking patterns. Using hypothesis combined with secondary acquisitions in language the students benefit as they find interests in the field of education to the point it focuses on psychological aspects.

Students in Express Learning benefit from Express Learning, which became well known after linguists theorized that monitoring students needs to learn, can help them to learn more effectively. Thanks to Krashen, which followed the Lozanov theories, we now have a new way to learn faster while having fun.

Many experiments lead to the notion that learners can benefit from learning if fun and spontaneous practices were used in a classroom. The studies proved that students in common classrooms often felt negative emotions that reflected on boredom, low self-esteem, and intensity. The hypothesis theories gave proof that fun and spontaneous teaching could remove negative emotional states and activate positive reflections once filters were accessed and limited to prevent inputs of learning tactics.

Express Learning uses practices to help students learn faster, employing suggestions to spark each student's interest in a low stressful setting. Self-

esteem improved after Express Learning practices were practiced. Alcoholism and drug addictions falls beneath the statistic rates as well by applying Express Learning.

The term hypothesis applied in Express Learning backs Greek philosopher's notions that suggestion explains the phenomenon behind reason when it proposes suggestion to correlate amidst multiple challenges in learning. The term implies that putting beneath these challenges and using suggestion to inspire children to learn can prove that students and educators by testing beyond the scientifically challenging hypothesis in learning. This brought the concept forward that observational learning combined with porches that base it notions on scientifically theory can increase the speed rate of learning, using Express Learning practices. Thus, businesses, schools, parents and everyone as a whole can benefit from Express Learning.

## **Express Learning in Schools**

**Standardized academic testing in schools that do not apply principles of Express Learning**

At various points in their schooling, children are usually required by the school system to take various types of standardized academic performance tests. These standardized tests are taken by all children within a target peer group, usually divided according to age and grade. These standardized tests are intended to measure how well students are doing in school and how accurately they have understood the curriculum as it has been taught up to that point in their schooling. These tests are also used as a likely indicator of each student's future academic performance, by measuring each student against a regional and/or national academic average, and isolating the students who are remedial as well as advanced. The tests are good indicators of future performance to a certain point. Certainly those students who excel at these types of tests, whether they be IQ tests or general academic performance tests, usually go on to do very well in their academic endeavors and are generally considered the clever or "advanced" students. The students who rank as average or below average, however, will usually go on to perform only adequately, or sometimes less than adequately.

### **What are the shortcomings of regular IQ and academic testing in schools?**

The shortcomings of these tests as indicators of future professional success are therefore not often evident until after students have graduated and begun to work in the "real world". When this happens, though, the students who did very well academically may find they are no longer as "exceptional" as they once were, since the requirements of daily life are not limited to the strictly academic. They may end up in a middle-management position somewhere, and although they will not technically be failures, they will not

necessarily be the success stories that their above average academic tests indicated they could be. In contrast, the “Average” students may very well go on to excel in their chosen field for the same reason that the exceptional students do not. Professional fields are not always academic in nature, so students who did poorly to average in academic endeavors in school may find they are suddenly much more adept at various tasks not included in the standardized performance tests.

The failure of these standardized academic performance tests accurately to measure learning progress as well as future learning ability is explained by their very narrow focus. They measure students solely on one facet of their learning ability while the “real world” tests them on a variety of levels, often allowing them to find a niche not previously available to them in school.

How does Express Learning help students when “regular” academic testing fails?

Unlike the more traditional standardized methods of testing academic performance, teaching based on the principles of Express Learning techniques will benefit students on a variety of levels when it comes to promoting a wide range of learning abilities. The Express Learning techniques will focus on drawing out the many different talents and aptitudes of the students, and by doing this the Express Learning principles allow educators to target the specific ways in which each individual student best acquires and retains knowledge.

By applying the principles of Express Learning to their teaching methods, educators will better be able to determine the individual learning strengths and weaknesses of every student, rather than those certain few students who happen already excel in an academic setting. Then, by focusing on accelerating the learning abilities of all these children, schools as a whole will be much better able to educate and prepare all varieties of students for academic life as well as the professional lives that they will face afterward. Accelerated-learning has proven far more effective than standardized testing.

### **Express Learning Standardized Academic Testing**

**How standardized academic testing in schools do not apply to the principles of Express Learning**

Interchanging rules behind standardized academic testing and implementing points in schooling, students can improve their self-esteem by eliminating negative thinking. At ordinary schools, students are required by the school system rules to take on a variety of standardized academic performance tests. Regardless if the child has the ability to learn and pass the tests, all students in ordinary schools are expected to achieve at a single level.

The standardized tests are addressed in a different way at Express Learning courses. The standard courses target peer groups by dividing the group's according to their grade level and ages, yet unlike ordinary educational standards, the student's ability to learn is the prime area targeted in Express Learning. The purpose behind standardized tests is intended to measure a student's ability to comprehend assignments. The tests assess how well the teacher helped the students to understand the assignments. Indicators are employed to access each student's academic performances in the future. The tests are used to measure students' regional and national academic averages. Students with remedial and gifted children are isolated.

To a degree, the test indicators show some benefits, yet only for excelling students. The pitfall in IQ and general academic performance tests show that gifted and remedial students fall below the average, or adequately pass the tests. The isolation within the setting discourages these children from learning.

Shortcomings of these tests and indicators make it next to impossible for teachers and gifted or remedial children to prepare for their future. The

children are restricted to a point that teachers fail to see what is needed to help these children advance in the real fast-paced world. In the standardized world of academic learning the average students may find their way in life, while the less advantaged may struggle throughout their life.

Failure of standardized academic performance tests has proven that accurate measures in the learning stage demonstrates a narrow focus for learning abilities at levels understood by individuality. Standardized tests only measure students solely on one facet of their learning ability. The world offers more abilities than just one mere way of perceiving how a person learns and relates to the world.

**How accelerated educators take standardized testing beyond to show achievement:**

Battling standardized tests, Express Learning courses take students beyond the common tests and ways of learning. Principles stand behind Express Learning in a way that it takes students to accelerate by using techniques then to benefit students on a selection of levels and learning abilities.

**How techniques are used in Express Learning:**

Techniques used in Express Learning help children to focus by drawing their attention to various talents, aptitudes and by allowing them to apply Express Learning tactics in special ways to adapt to their own unique abilities.



By applying these principles using accelerated teaching methods, educators can now learn the weaknesses and strengths of each student in a single classroom.

By focusing on accelerating learning abilities, students work as a whole can now prepare by applying all varieties of students and abilities for academic challenges as well as the professional careers they must adapt to.

Combining music, arts, drama, concert text, etc into a series of learning schemes has proven far more effective in helping children advance in life. An assortment of proven tactics has been incorporated to help all students regardless of their abilities to learn, to advance by finding positive, fun and spontaneous methodologies to achieve.

Despite refutes as offered by some spectators, Express Learning has proven to be the better choice in academic learning. The applications applied in accelerated-learning help students to advance faster.

### **Express Learning Applications Applied**

In Laymen terms Express Learning is a concept that falls short of proof that the courses can actually increase IQs and the way people learn. In scientific terms, however proof stands behind principals and applications applied that

accelerated-learning can and will help children of all age groups, learning abilities to achieve beyond their powers.

The concept of accelerated-learning stands behind foreign language teachings that has proven to help students accelerated in learning. Accelerated-learning has spread out throughout the world. Accelerated-learning is used in various schools internationally, which educators use traditional lessons in language to teach students in fun, stress-free environments.

Applications applied in accelerated-learning courses include the setting. This is the top focus, since theorists believe that students in a stress-free setting can learn faster.

Believing that color, temperature and position of seating, as well as playing music in the background, theorists accept that children learn faster. The students attention is more focused on their setting, which texture, smell, etc all play a part in focus. Using posters, accelerated educators display carefully chosen images to help students absorb ideas from the subconscious mind and from vocabulary. The posters contain vocabulary that introduces the students to orders of learning that helps them to advance after they become familiar with common accelerated practices.

The state of setting is important. The environment backs the notion of environmental setting that affects the students in a positive way, yet it uses body languages that the educator display through tonality, types of music, etc used during the lectures.

According to theorists, the mood may change, yet it depends on the atmosphere in the room. As well, it depends on how the educator demonstrates tonality and body languages to inspire the students. In summary, the voice used by the educator must offer hand to tonality that demonstrates a friendly setting at all times. The color presents the materials and places emphasis on the likelihood that each student will feel relaxed, comfortable and not feel stressed in their setting.

Express Learning combines Mnemonics, i.e. memory improvement and practices to help augment the memory so that the students learn more effectively. Frequently, educators are helped to retain information learnt by recalling from lists of vocabulary that repeats itself in the course of lessons. Rather than focus on a single list of vocabulary, the educator uses repeated drills, flash cards, accelerated languages, etc, employing them in a creative unique way so that it introduces something new with each topic.

The students are encouraged to use imagination, linking to vocabulary, body, location, and the environment. This stage causes students to inject senses that encourage fun, spontaneous learning and promotes a healthy, relaxing setting.

The children are restricted from becoming overly stimulated during the course. Languages combine to help instructors avoid giving too much information at a single time. Instead of bombarding the students, material is used to stimulate the brain. Assimilations, act to become a part of the student's life and the processes of learning. Using disciplinary actions,

Express Learning helps students learn by stretching text through drama-impact lessons that carefully support English, allowing the students to use their abilities through a variety of levels. Opportunity is open, which exposes the students to rhythms that help them to pronounce new languages effectively.

The patterns are spotted in Express Learning by noting the broader strokes applied. Educators introduce broader concepts to students, which enables them to benefit from learning on a broader range of understanding. Time of learning is shortened. The students instead of taking on complex languages, they learn from common sense how Spanish words can easily be spoken by relating to the ending of the Spanish spoken. In summary, action, extracting the last four words when spoke as “cion” means the same thing in Spanish as in English.

## **The Various Applications of the Term Express Learning within the School System**

### **Express Learning as it applies to the education of the “gifted” student**

When educational institutions such as schools choose to focus on acceleration when it comes to student learning for a certain specific group of students, it is very often actually meant to emphasize the speed of advancement, aiming for faster progress through the school system itself, rather than greater progress in the absorption of regular curriculum. The special educational programs set up for the above average, exceptionally talented or “gifted” students are most often referred to as the school’s “accelerated” program simply because the goal of these programs is to push the children through school faster. They offer these exceptional students the chance to not only learn the traditional curriculum (at an “accelerated” pace, of course) but also to learn more advanced techniques that will theoretically advance them faster later in life.

Because these students cover the required curriculum in a shorter time than the “average” students, they naturally have the time to explore their own personal interests more deeply, and specialize sooner than the “ordinary” students. Therefore, the use of the phrase “Express Learning” as it applies to the education of the advanced student really refers to an acceleration of place within the school system, pushing them toward the ultimate goal of independent, multifaceted material that they can better explore on their own.

### **Express Learning as it applies to the education of the “remedial” student**

Unlike Express Learning for the advanced student, the term when applied to the lower-achieving students refers instead to the process of speeding up the learning process itself, since it is in this area that the remedial students have

fallen short. The lower-achieving students are perceived as being behind their peers, and schools maintain that there is a need for them to catch up to the level of the average student. Therefore, it is perceived as necessary that these students cover a great deal of material in a shorter time than their peer group.

The absence of the application of Express Learning for “average” students should be seen as a shortcoming

The use of the term-Express Learning for remedial students is very similar to the application of the same term for advanced students, since both terms refer to the speeding up of the learning process. This is because there is a perceived need for the rapid acceleration of the learning of remedial students in order to catch them up to their peer group. However, programs established for both gifted and low-achieving students are not based exclusively on the principle of speed. The curriculum directed at the advanced students is modified in such a way that they will remain interested once they have mastered the advanced curriculum. Moreover, once the material given to remedial students is modified to ensure they will not be overcome or too frustrated with the course material, but rather be engaged and overcome a lack of confidence in their own abilities.

An examination of the applications of Express Learning for both remedial and advanced students indicates that acceleration in both cases refers to a speeding up of the usual process of learning. However, other modifications are made to the material in order to ensure that neither set of students is bored or challenged too much or too little. Since the basic curriculum is intended for the “average” student, no similar modifications are made for

them. Yet if both remedial and advanced students are given the opportunity to learn in an environment that is more stimulating and intellectually engaging, it seems only fair that the “average” students be given the same opportunities to challenge themselves and find something stimulating within the standard curriculum and the applications used.

### **Related more to Applications in Express Learning**

#### **The Gifted Students:**

The notion behind setting, colors, music, etc, follows the theories regarding manifold of intelligences. The theory set by Gardener asserted that we as humans have more than eight different types of intelligences. According to

theories, we have logic-math, interpersonal, spatial, intrapersonal, verbal-linguistics, naturalist, rhythm-music and bodily sensations of motion, or kinesthetic capabilities. Kinesthetic abilities alone help us to perceive or sense through motion, muscles position, weight, joints, tendons, etc. In short, we use our muscle senses to understand particular aspects of our lives and abilities.

Traditional settings play a part in our perceptions to use logic-math, verbal-linguistics and overall intelligence. With Express Learning, we can readdress imbalances that hinder us from learning. Express Learning uses activities that activate the intelligences. The activities may include games to help us use our kinesthetic abilities. Color is used with images to manipulate objects that include worksheets, music, raps, songs, mind maps, work cards, and realia.

Applications applied in Express Learning stretches to chunks. Chunky lessons are given in shorter spans so that students can retain and pay attention more effectively based on their abilities. During the class, educators help each student in retaining information learnt, starting at the initial setting demonstrating inspiring topics. The lessons are divided so that each student learns to their ability.

Throughout the courses, students benefit from objective settings. The students are given practices in a way, or chunks that it wide spreads to vital perspectives in learning. The students can relate, which means that comprehension expends. The educators uses demonstrations that involve images, starting with “what if,” and taking the students to discovering ways to solve what if.



Goals are predefined, yet the students strive to reach higher senses to accomplish their goals. The focus is to eliminate boredom in the classroom, by encouraging students to learn in a fun way. “W.I.I.F.M.” tactics are used at the onset to reveal hidden suggestions to various situations. What if you took on a job that does not fit your expertise, and how would you handle the situation? This follows the “W.I.I.F.M.” patterns.

Speed of achievement is the focus in Express Learning. The aim to learn faster by helping students absorb information in chunks is the concept behind Express Learning. Special Ed courses are in relation to Express Learning. Children attending Special Ed classes are isolated from the normal society. This brought forth problems, since the children “gifted” was pressured to excel beyond their abilities.

Express Learning when applied to Special need children can help them to advance further in their life. The students can benefit by exploring their interests in a deeper way.

Using multifaceted materials, accelerated educations takes the students beyond finding independency, rather helping them to explore in depth their potentials by focusing on various subjects at a single time, yet in small chunks.

Remedial children benefit from Express Learning classes. These children fallen short in the past of academic standards can now relax. The lower-achieving students perceived at one time to fall behind their peers now have a better solution in learning. Instead of focusing on one subject, the students can now benefit from a great deal of material in a shorter time than their peer groups.

Accelerated programs established for both gifted and low-achieving students are now not based solely on the principles of speed. Instead, the principles follow a modified traditional pattern that interests these children, encouraging them to master advanced curriculums. Instead of agitation, which is common in standard education, children now can learn faster by having fun, working spontaneously through each subject, and using tactics that reduce learning everything at once. The assumptions associated with inhibitions are something to explore also in Express Learning.

### **Assumptions Associated With the Inhibition of Express Learning in Schools**

**What sort of assumptions will discourage acceleration in our schools?**

One of the chief assumptions that will discourage the promotion of acceleration is the belief that the focus of teaching should be on the pure memorization of facts and the repetition of drills. The notion is sort of teaching that was once the basis of the entire educational system. Wherein students were confined to their seats and expected to work on lessons outlined in workbooks. Everything was uniform and confined, and students in essence taught themselves by performing the required tasks sequentially from the beginning of the day to the end. While a few students could excel at this sort of drill work, it lacked the personal meaning that is associated with long-term recall of course material. Students felt little attachment to their work and so were less likely to recall it in other contexts later on.

Another assumption that will discourage acceleration is that emphasis should be placed on order, with students confined to their seats to work in solitary. This is very closely related to the emphasis on the “drill” style of teaching, because such teaching requires that order be maintained constantly, and the surest way of doing so is to isolate students and confine them to their seats. Of course, this does not really place emphasis on learning but rather on producing desirable behaviors. The children in these situations are not necessarily learning how to be clever and intellectual thinkers; they are merely learning how to present an appearance of order and industry that reflects well on the ability of the teacher to maintain order in his or her classroom.

A third assumption that will discourage acceleration is the belief that students are unable to learn material that is more challenging than the conventional curriculum, and that they lack the self-control needed to do so.

This is especially seen in the more traditional remedial classrooms, where students are not given adapted material to help them catch up but rather left, to do the very simplest of work, with the assumption that even mere adequacy is beyond them. This discourages children who might otherwise easily have caught up with their peers from attempting more challenging tasks both academically and professionally, becoming a sort of self-fulfilling prophecy.

A fourth assumption that will discourage the introduction of an Express Learning program is the misconception that those students who are “different” in their academic abilities are automatically deficient or have some sort of learning disability. This belief stems from the once-widespread misconception held by educators that all students learned course material in more or less the same way, leaving them unprepared for students who have different learning abilities or strengths. When students perform poorly, teachers explain it as a lack of motivation or an inability to learn on the part of the student, rather than the teacher’s own unwillingness to adapt the curriculum to accelerate, the student's ability to in learning.

Finally, another assumption that discourages the principles of Express Learning is the belief that students are meant to be passive recipients of instruction; that they are meant to absorb the knowledge without engaging in it at all. Teachers who adhere to this belief discourage lengthy discussions in class, preferring to teach in a more traditional “lecture hall” style. While there are some students who benefit from this method of teaching, many do not. This very restrictive teaching style keeps the students from seeking to engage in discussions, keeping those students who might have benefited

from a discussion more than a lecture from reaching their full potential. Role models have long showed us that Express Learning is the greatest learning tool of all.

### **Express Learning Role Models behind the Theme**

#### **How assumptions can discourage acceleration in learning at schools?**

Primarily assumptions that discourage the promotion of Express Learning falls on the belief, which focuses on teaching unadulterated memorization of

facts backed with the replications of drills.

The terms Suggestopedia confuse some of the modern day educators, leaving to think that adapting and retaining knowledge is best handled with common practices. The role models behind the theme of Express Learning however say otherwise. Lozanov is the start of Suggestopedia, which this role model adapted, retained information that lead to the Eastern and Western European teachings.

Given credit to a Russian preparer in Express Learning, role models took offer to stretch to Republicans of German Democratic system. The models took interest in Express Learning, yet felt a need to alter some patterns and applications used within the structure. Diligently, the German system researched at the University of Marx discovering notes in Mnemology. Musical research expended, allowing researches to access leads to various selections of music parts that help up to concert text.

Musical choices factored into the notions behind Express Learning, as it arrived from the measures in both mental and physical understanding. While some models follow Lozanov strategies, using Baroque sounds in a classroom, the German's chose to replace Baroque with sounds from Haydn and Boildieu, using at times allegro. Allegro being a quick, lively tempo showed to inspire students.

Students in common classrooms are expected to find their seats and begin their work lessons outlined in workbooks. The uniform way of teaching has proven to confine children in learning.

Students in common classrooms in summary taught self by doing what was required of them, i.e. tasks that flowed in succession from the beginning of the day to the end. The notion caused many children to fall short of learning to their potentials. Often they would fell to retain information learned at school.

The deal is keying in on the principals outlined at public schools and finding the hidden concepts that cause them to refute Express Learning. Roberts a role model to Express Learning brought out some of the hidden messages in common school teaching. In a passive setting with activities continuing, Roberts made clear that subdued concerts combined with a sole musical gave way to three different levels of intonation, i.e. loud, whisper and normal. At Express Learning, students' key in to lessons, yet the instructors accompany the lesson with complete translation from the onset to parts of translation throughout the lessons.

The ending takes on adagio, slow musical pieces that prep each student to read lessons combined with the slow musicals. Once the students finish reading, following the text, using the eyes, the instructor moves them to close their eyes. The educator repeats the text read by the students while the sounds carry on in the background. Once the teacher finishes, the students are asked to open their eyes again. The text is read aloud by the educator after instructing the students to close their eyes once more. Until the material is presented, the same patterns flow throughout the course. After completion, the educator then asks the students, what they have learnt from the text.

Finalizing adagio, the educator then plays allegro once the students' eyes are opened.

As you can, the actions can cause refutes. Yet, studies have proven that these tactics are far more effective. Roberts as well as many other role models in Express Learning, has shown through experiments that children can retain more by following the same, or similar Lozanov routines. Still, assumptions carry forward to refute Express Learning, thus hindering people from benefiting from the greatest learning tool of them all!

Following the rules of assumption has proven unfruitful!

### **Following the Rules of Assumption in Express Learning**

In previous discoveries, assumptions left imprints on educators, spectators, researches, and so on, yet these assumptions after carefully evaluated open room for Express Learning.



### **How the assumptions of common educations refute Express Learning and discourage some children:**

Assumers believed that discouragement in acceleration was open after placing emphasis on sequences of order. Students offered feel confined to their seats to work in solitary and learning on their own handling sequential tasks throughout the day in a common classroom. The assumers were right. Drills had a steep emphasis placed on it as well as the styles of teaching. Teaching requires order constantly. The surefire way of making this happen, as stated by common educators was to isolate the students, confining them to their seats.

What a pity! Many students fell short of expectations placed on them. The common logic behind ordinary teaching is to force students to behave according to normal standards.

The students in this setting were not actually learning to be intellectual thinkers, rather the students were learning how to present themselves in appearance that conform to normal society and the way teachers expect children to adhere to order in his or her classroom.

### **How arguments continue to fight for traditional classroom teachings:**

This brought in some arguments, since of course ordinary schools uphold standards that target educators and students respectively. The schools push their beliefs on students, rather than allowing the students to develop their own beliefs.

Common teachings assume that acceleration will discourage beliefs. They feel that students are incapable of learning materials that are more challenging than ordinary curriculums teach. The assumptions stretch, i.e. these educators feel that students lack the self-control needed to do so. The notion falls on the Special Ed classes where remedial and gifted children are isolated from normal classrooms. Students at Special Ed are not given material to help them adapt, nor catch up, but rather forcing they take on the simplest tasks, assuming that adequacy is beyond these special needs children.

**How discouragement falls on the shoulders of remedial and gifted children:**

What a major discouragement and poor choice in thinking. Special Ed children have proven to excel far beyond the normal mind's ability to achieve. Einstein alone is one mere example of Special children accelerating. The assumptions beyond common educators' beliefs caused discouragement to soar in the classrooms. Children with special ways of learning were left believing they could not challenge tasks above a single ability, which left them short of academically and professional developmental skills.

Assumptions said as followed by historical misconceptions that children with special ways of learning have learning disabilities and that they are different from normal peers.

Educators assumed that students learn from course material in more or less the same fashion. This leaves students unprepared to face different levels of

learning, as well as challenging their different abilities. At what time students fall behind, teachers explain the notion away with, the child lacks motivation, or the child has inability to learn on the as not taking part as a student. Teachers' assume from their own unwillingness to adapt the curriculum to accelerate, the student's ability to in learning is diminished.

Assumers believe that discouragement in the principles of Express Learning, assuming that students intended as passive recipients of instructions, that these students are intended to absorb information without engaging in activities that involve learning. In a traditional classroom setting, many students are often hindered from achieving since assumers force them to act as the normal. Remedial and gifted children often find this difficult, since they have far-surpassing abilities to explore. Forget the assumptions, use logic and think accelerated education!

### **Assumptions that will Encourage Express Learning within the School System**

**What sort of assumptions will promote and encourage acceleration within our schools?**

The first assumption that will promote acceleration is acceptance of the belief that all students should be allowed and encouraged to pursue active exploration and learning of all relevant course materials. Teachers who understand this are more likely to develop a more “interactive” curriculum that requires students to seek out information in a wide variety of ways not merely from a single text or workbook. By allowing students the opportunity to engage in the course material in a real and relevant way, educators will give them the opportunity to attach a deeper and more personal meaning to the curriculum itself, thus increasing the chance that the student will be able to recall it on his or her own later on.

**The continuing key elements open room for encouragement in Express Learning:**

A second key element of encouraging Express Learning within our schools is promotion of the belief that students deserve and indeed need to learn how to work productively and cooperatively with each other in groups. The teacher who understands this will set up times when students can work cooperatively in small group settings. By allowing students to interact and pursue knowledge cooperatively in small groups, educators will be giving students the opportunity to share knowledge and learn how to blend their own strengths and weaknesses with those of others an invaluable skill when they reach the work world later on.

A third assumption that will promote Express Learning in the classroom is that all students have a variety of learning strengths that teachers should be encouraged to seek out and build on. Teachers who are eager to accelerate

the learning of all their students, as opposed to those select few who benefit from a more traditional “academic” style of teaching, will assume that all their pupils are coming to class with a wide variety of strengths. Teachers will then draw on those individual strengths in order to better promote the learning of each student at a level that he or she feels is most comfortable and beneficial.

A fourth assumption that will encourage acceleration in the school system is the understanding that teachers can and should develop a deeper understanding of their students as individuals. This deeper understanding requires that teachers understand the students’ culture, personal development and academic and home community, as well as also understanding the children’s learning styles and strengths and weaknesses associated to pursuits that are more academic. Once teachers have a better grasp of what the children find interesting and what the students are most eager and willing to study and find out about, it will be much easier to construct a relevant curriculum that will accelerate the students’ learning simply due to the enjoyment and personal connection they have with the course material being presented.

The final assumption that will best promote the adoption of Express Learning in schools is that beneficial discussions and meaningful discourse are not developed solely by the teacher, but rather by the classroom as a whole.

Once the teacher understands that many students will benefit most from a learning environment that allows them to gain insights from the observations

of their peers, controlled discussions can become a regular and highly beneficial part of the students' academic environment. Thus students who may previously have been reluctant to speak up and ask questions can engage in a less threatening manner, contributing to the discussion when necessary but gaining knowledge without always having to speak up and ask direct questions to do so.

## **Express Learning Courses**

### **How to find Express Learning courses:**

Assuming that some schools in your area may offer courses in Express Learning we might ask that you talk with your local schools to find out if something is open to your children or you.

Ultimately, you can visit the Internet to find Express Learning schools in your area. Use the toolbar to locate schools around you, or you can sign up at courses online. The online courses use special tools to teach you in acceleration.

Online lecturer rooms allow you to connect with instructors and other students, joining in learning programs. You do not get the full social benefits of common school teaching, yet you can interact with others online.

You have other options open to you. Programs, books, videos and more are available online to teach you Express Learning styles. The techniques apply in the same way that it would in class, only you are learning from tools. The programs offered can help you to read fast. You can improve your memory; increase the brain's capacity to comprehend over 300%. The course materials help you to achieve your goals.

Going online gives you the opportunity of viewing video clips. The clips will inform you how the programs work, and how you can use them to achieve a better degree of understanding.

**How to find language plus tools to Express Learning:**

Other tools are offered as well to teach you new languages. If you have desire to learn foreign communications, then the programs can help you advance in German, Greek, Italian, French, Spanish and more. Tutorials brought to you by Express Learning educators use special tools to teach any language you choose.

The languages programs offer you the opportunity to pronounce new languages through practice. You can use advanced features, which link you to websites that help you to learn faster. The programs enable the process by allowing you to use voice input features while practicing new languages. You are given the chance to compare your language patterns with foreign speakers. Graphic interpretations are available with some programs. You also have a speech recognition program installed, which allows you to control functions with less hassle. You can discover unknown words also. Dictionaries are designed to help you translate and learn any language you choose and to help you find a deeper meaning in definition. Optimal progression is assured with some of the Express Learning tools offered today.

The programs offer you pre-wise, features that enable you to learn from simple facts. You will build language vocabulary, use common phrases, and all apply to the rules of grammar, thus you cannot go wrong. Some programs support mobile and computer use.

The programs may offer audio content that you can use to apply languages in a real-life setting.

No matter what you seek to accomplish technology and software today has opened the doors to advanced learning. The programs work with you, helping you by allowing you to max out on your abilities to learn at your own pace.



Whether you want to learn new languages, read faster, speak more fluently, or to learn new skills, accelerated programs, or schools can help you in many ways.

### **How to find the tools;**

Go on the Internet where technology is strong. The Internet can offer you more advantages than shopping at stores. You have a wider selection of products, schools and more. Take time to discover what is available to you. On the Internet, you will find thousands of links that put you in connection with some of the best-Express Learning options around. Get in on Express Learning now!

### **Express Learning Doors Now Open**

**Schools opening the doors to Express Learning programmes:**

Right now over hundreds of colleges, universities and schools around the world are applying Express Learning. The courses help students to learn better, improve memory and enhance overall performance.

At Express Learning courses, students take pride in discovering new ways to learn. Educators are helping students improve their overall life while focusing on helping these students changing patterns in retention and learning.

School participating and your abilities reflect on the way you learn. Your choices in career drops if the way you learn does not reflect on all of your abilities. Studies show that students IQ increases dramatically by the way they learn.

Student's abilities to learn in the workplace are reflected by what they learned at school. Most people after training in the workplace forget most of what they learnt. Accelerated-learning has proven it can help students of all age groups, learning abilities, etc, to achieve beyond.

Accelerated-learning strategies developed from foreign language teachings proven to help students accelerate. Accelerated-learning allow students to work in a stress-free environment. Using applications, such as color, temperature and position of seating, as well as playing music in the background, students now learn at faster paces.

Applications that apply in Express Learning have proven to help students in various ways by allowing them to make use of all their abilities. Student's attention is drawn in to focus on their setting, educator, tonality, texture,

smell, colors and so on. Posters use images to guide students in to using resources from both the subconscious, conscious mind and from vocabulary. Posters contain vocabulary that introduces the student's ways to absorb information faster in less time.

### **How Express Learning reduces the risk of brain diseases:**

Not only do students learn faster in Express Learning, they also preserve the brain from degenerating earlier. The brain develops effective memory abilities that can reduce the risks of Alzheimer's disease, dementia and so on.

Express Learning puts you in a setting where positive reflections come alive. The teacher uses his body languages, tonality, etc to guide you into learning in a friendly setting. At the onset, the instructor takes you through reviews, debriefs of course actions by using body language, tonality, music, arts, drama and more.

In the course, your mood adapts to positive thinking. The educator well trained will guide you through inspiring challenges. Using color, your instructor will present the course materials while placing great emphasis on your need to feel safe and comfortable.

Once you feel relaxed, the instructor gravitates on Lozanov theories that include Mnemonics. This is the start of retaining information and improving

your memory. Practices will help build your memory, ability to recall so that you learn more effectively.

Throughout the courses, you learn to retain information from recalling text from lists and vocabulary. Repeated lessons will help you to focus on the lists to build your memory. The instructor makes good use of drills, flash cards, languages, etc, employing each learning tool into your lessons. The lessons are fun and creative so that it introduces a new subject aspect with each lesson learnt.

Throughout the courses, students use their imagination. The imagination helps them to apply subconscious and consciously, vocabulary body signals, setting, colors and more to learning.

During the course, students learn the fundamentals of their individual skills. Accuracy becomes a great discovery for most students attending Express Learning. Exactness helps the students in many ways, since not only do they have photographic memory, they now have the tools to work effectively throughout their life. In addition, brain diseases are reduced. Express Learning has recreated hope for remedial and gifted students.

### **Recreating Hope in Express Learning**

At one time, children were hindered in school from learning to the best of their abilities. Most of the remedial and gifted students had to keep pace with other peers, or they were placed in Special Ed and given simple workbooks to learn from on a standard measured scale.

These children were misplaced by educators adhering to traditional methods of learning. The children would graduate and accept a job below their level of expectancy. Some children did not bother to graduate. What was the purpose, when no one cared if these children had abilities that surpassed normal expectations?

Express Learning gave special needs children hope. Instead of using a workbook to teach them, Express Learning courses made it possible to learn while using text, music, drama, arts, posters, and so on. Children proved they could learn faster than what set educators said they could. These children now are learning at faster paces and showing their new skills in workplaces, schools, home, and so on around the world.

Students in hundreds of schools around the world are benefiting from subliminal ways to learn combined with conscious use. Sleep programs or subliminal programs alone failed in teaching children to learn faster. Thousands of CDs, tapes, videos and more have come on the market and failed to help people learn faster.

Other products came available, which included the super ways to learn

through music. Music proved that it can relax the mind, yet it failed to prove that without text it had effects that lead to learning.

Various tactics and products have been in effect, which some offered some relaxation, yet not one proved that it could benefit students learning. This is when Express Learning came into focus.

Instead of taking harmful supplements to improve memory, now students can take Express Learning courses and get the most of their memory.

Express Learning has proven to help students retain information learned by applying several applications into one setting. Students now take delivery of relaxation, safety, and challenging learning guides in Express Learning.

Memory is a focus in Express Learning. Educators in Express Learning use various applications proven to enhance memory. In Express Learning students, train their brain, using all aspects of the mind to learn. To Express Learning educators this is a brain fitness program that cannot go wrong. In Express Learning Memletics is put to good use.

Memory enhancers apply to Express Learning helping students to develop skills and improve in learning. Students apply memory strategies in learning, which removes them from harm that common supplements put in their way.

Memory enhancers, such as some supplements have caused serious dangers to some people's health. Express Learning takes away the dangers and help students to learn by applying themselves to the best of their abilities to learn.

At one time children were hindered from learning to their fullest abilities. Express Learning takes place of this hindrance by allowing students to learn through drama-impact experiences. Express Learning enables students to draw from their early childhood experiences and to apply what they had learnt into what they can learn.

### **How do I find Express Learning courses in my area?**

It depends on your location. Right now, some of UK regions, Australia are applying Express Learning into their courses. Most areas around the US are not, yet you will find colleges and universities that have accepted Express Learning into their schools. If you cannot find something in your area, online schools are offering Express Learning courses. You will also find videos and programs that will help you through Express Learning to develop new skills. People are currently finding themselves hooked on Express Learning.

### **Hooked on Express Learning**

Instead of hooked on phonics, now students are hooked on Mnemonics. Mnemonics come from the Greek definition, which means memory. Goddess of Memory is the original meaning, which linked to Mnemosyne. Mnemosyne is Greek Goddess of memory, which mythology arrives from the Mother of Muses.

Students today are benefiting from these Greek mythologies. Express Learning is hooking students from around the world, since they can learn to their fullest abilities, learning in a fun, friendly environment.

Express Learning is introducing speed-reading, mind mapping, biofeedback, spelling, power of suggestion, reminders, learning new languages, and more in a new light. Students today can benefit from the no blaming approaches that remove bullies from our schools and society. Express Learning offers students a revolutionary way to put their head first, being in control, cry for help, and enhancing memory.

Students now can use Mnemonic practices in trigonometry, science, languages, grammar, and more. There are no limits set for any student in Express Learning. If you are not familiar with Express Learning, take advantage of the offers on the Internet. You will find book reviews and actual reviews of instructors who taught Express Learning programs.

Reading the reviews will give you the opportunity to get in on the latest teaching strategies. Mind maps are used often in Express Learning courses,



which have proven to enhance memory. Online you will find details that can help you too improve your memory through Express Learning.

The term Mnemonic is applied in Express Learning. This memory aid guides students to fulfilling their complete education purposes. The term applies verbal communication, images, and so on. In some instances, poems are read to help students learn. The poems or words used are sometimes created from a list. Repetition is the focus behind Mnemonics. Repeating text or lessons has proven to help students recall facts effectively. The students are able to associate amidst information, lists, and all of the facts are based on principles that humans mind power can recall easier by using all aspects of intelligence. The personal, spatial, kinesthetic and so on is the focus. When the students find meaning and discover all sides of their intelligences, only then can they learn quickly.

Words by association or semantic associating help students to enhance their memory. When students relate to words' meanings, linguistics relate to the meaning or differences between the meanings of words or even symbols. The logic relates to the facts and conditions in which the theory or system is named factual.

### **How does achieving meaning of words help improve memory?**

Example: Take the word romantic for instance. Now, most of us would think that it has something to do with romance. Some of us may see candle lit dinners, while others may see something different. What most people do not realize is that romantic stretches beyond a single meaning. Romantic relates to the 18C artistic movements and 19-century movements of music, arts,

literature, etc which departs from classicism as well as emphasis in sensibility, thus free to express exotic, nature, feelings and expressions without restraints. Romantic is the arts of composers, writers, artists, etc, that involve themselves in the movement of the 18<sup>th</sup> and 19<sup>th</sup> centuries. Now what does romance mean to you? Romantic also expresses sexual love, or characteristics in lovemaking. Romantic also relates to intensity and excitement. Adventure also sums up definitions of romantic.

As you can see, having a deeper meaning of words can bring more fulfilling understanding.

Express Learning helps us to see meaning of words, how it relates, which has proven to enhance the memory, or ability to recall information. The history of Express Learning is interesting.

## **The History of Express Learning Programs for Gifted Children**

### **What are the origins of the ideology behind the Express Learning programs directed specifically at gifted learners?**

Over the course of the previous centuries, one of the greatest problems that face American educators was the general ability to provide something resembling a basic system of schooling for all American children. Public schools were confronted with the unenviable chore of making into a tangible reality the grand dream of a universal education for all American schoolchildren. The effort that schools made to meet this goal was admirable, but it also had the sad effect of encouraging educators to provide education in terms of quantity, rather than quality.

In addition to the effort to provide education to all, there emerged a desire to provide a form of special education to meet the greater needs of the more academically talented children. Initially these were very rudimentary efforts, established during the second half of the nineteenth century and lasting as the existing model through to the beginning of the twentieth century. These particular programs were little more than opportunities for more academically talented students to be isolated from the “regular” students in order that they might complete a full education in less than the accepted length of time. This plan stayed popular well into the 1920s; however, certain experiments were underway that were destined to bring about changes in the existing program as well as develop the implementation of new programs through the 1920s and 1930s. One of these new

methodologies was the introduction of a standardized intelligence test, now the norm in the vast majority of all public school curriculums.

**When did the change in ideology for Express Learning programs for the gifted first come about?**

During the 1930s, various experiments were designed to give better insight into the particular needs of very gifted students. At the same time, a large number of developments and new discoveries made in sociology and psychology brought new understanding to the process of learning in general. They also brought new understanding to the importance of identifying the uniqueness of each individual student, the process of personality development and the considerable effect that the influence a group has on the process of each individual learning abilities.

Because people were becoming more concerned with individuality of each student, the previous standard of learning through what was called “flexible promotion” –that is, the ability to complete a standard set of curriculum in a modified length of time– was gradually replaced by the idea that gifted children should instead be grouped according to more specific, individual criteria. In this, it is possible to see the first early echoes of the larger theory of today’s modern Express Learning programs– that is, that everybody is unique enough that to target each student’s particular brand of uniqueness is to enable them to learn better and likely faster than they would be following more standardized curriculum.

## **What resistance did these Express Learning programs for the gifted encounter?**

The main resistance that these earlier Express Learning programs for the gifted encountered in their implementation was, surprisingly, very similar to the dissension they still encounter today. People expressed a great deal of skepticism at the idea of dividing children into groups based exclusively on their mental aptitudes and abilities. Some of the greatest dissenting voices came from the specialists in child studies, who argued that children might have been similar. When it came to the speed at which they learned, but were so varied when it came to other facets of their personality that to isolate them from their larger peer group based solely on their ability to better take a test or answer a math problem was shortsighted, and did the children themselves a disservice. **The Necessity of Implementing the Various Learning Styles to Improve an Express Learning Program Curriculum:**

## **The Necessity of Implementing the Various Learning Styles to Improve an Express Learning Program Curriculum**

**Is it feasible to want to cater to every one of the individual learning styles?**

Some people have expressed doubt that it is a realistic goal for the Express Learning programs to want to implement every individual learning style when it comes to teaching an Express Learning program. While their hesitation is understandable, given the vastness of such an ambitious goal, they are incorrect to assume that it cannot be done. They are even more incorrect to assume that some learning styles are more important than others, since every learning style are, when it is targeted properly, can lead to a more rapid advancement and better grasp of the curriculum.

Certainly, if people take the time to think about it logically they will see the validity of exploiting every different learning style. All people learn things differently, and some learn things better one way, while others learn better another way. Some people, for example, prefer to read a book in isolation while others will not get as much from that same book unless they have the opportunity to sit in a group and dissect it piece by piece. Even something as apparently minor as position while studying can affect the rate of learning. Since some people learn faster when they can sit upright in a chair at a desk or table or other conventional location, while others find they do not absorb information as rapidly unless they are in a more comfortable position on a bed, couch or perhaps even lying on the floor. Some people insist on perfect silence when they read or study, while others are driven to distraction if

there is not some sort of background noise that drives them to focus. Everybody, therefore, has an innate learning style and an innate working style that they prefer for a reason they have discovered, whether consciously or unconsciously. They learn and retain material the best in this way.

**What is it about individual learning styles that set some people up for failure while others find it so easy to succeed?**

The traditional sort of high school has its greatest failing in that it has done a wonderful job in appealing to just two of the seven accepted “intelligence centers” of the brain. The traditional secondary school focuses almost exclusively on appealing to students’ logical-mathematical intelligence (the sort of “smarts” that are required to succeed in logic, mathematics and traditional styles of science) and students’ linguistic intelligence (that is, peoples’ innate ability and gift for speaking, writing and reading). The vast majority of Western standardized examinations and aptitude tests are based simply on testing the presence of ability to function in those two more traditional “academic” intelligences.

Of course, so many high school students do not learn best based on those two forms of intelligence, which sets them up for failure because the majority of traditional secondary schools do not have programs designed to incorporate the wide variety of intelligences that are really represented at the high school level. The traditional classroom methods used to teach the more traditional academic students are in fact very poor methods when it comes to the issue of educating students of other intelligence types. Therefore are the worst forms of methods to employ in an effort to save the already-struggling

students, since they are the methods that have caused them to struggle in the first place. In order to bolster already struggling students, it is necessary to widen the concept of what constitutes intelligence or risk losing some otherwise promising students due to an inadequate program designed to accelerate the learning of only a select few. The vital necessity is obvious in Express Learning.



The vital necessity of helping develop infants' minds in order to aid in Express Learning

How important are the early years of a child's life as they apply to Express Learning abilities?

Researchers have proved what the majority of mothers spent years feeling instinctively; that is, that approximately fifty percent of each child's ability to learn is developed in about the first four years of his or her life. How scary is that? Well, then, try to digest the idea that another thirty percent of that same ability to learn is developed before the child turns eight! That is really something else, isn't it? Of course, this does not mean that the child acquires fifty percent of his or her entire store of knowledge or wisdom or something like that before his or her fourth birthday; that comes as a prolonged session of learning over his or her entire life. Rather, this simply means that in those first four all-importance years, the child will begin to develop the principal pathways of understanding and learning in his or her brain. Most everything that children learn for the rest of their lives will be based on the successful development of those pathways in those first four years, and all later development, learning and acquisition of knowledge will grow from that early core.

Development, as far as scientists can ascertain, is phenomenally rapid in the first few years and then tapers off dramatically, reaching a sort of plateau or "halfway point" before the child's fifth birthday. There are some subtle distinctions between the development of male and female babies, but for the large part this development of intelligence holds true for all infants; so too

did the manifestation of other traits. For example, approximately half of the aggressiveness displayed by young men between the ages of eighteen and twenty is already present in the child by the age of three. The same could be said for half of the docility displayed by females; this had been developed by age four. Therefore, the significance of these findings holds its greatest measure in meaning that the target period for prime development of human intelligence in general is before the children even enter the educational system at all.

What can parents do to promote Express Learning in their preschool children?

One of the greatest mistakes parents make when realizing the impact that their early intervention can have on their children's later success and development is to turn the child's entire environment into a sort of infant schoolroom. This is quite the wrong approach to take, since children at that age learn the majority of things by doing, exploring, experiencing and simply being, rather than by being instructed by an authority figure. The key thing for infant development, then, is to turn ordinary play experiences into opportunities to experience learn new things, all the while making sure that the learning stays fun and stimulating for both parties.

As a matter of fact, many of the behaviors that "good" parents take for granted as simple routine are really some of the best early Express Learning tools available; these are not even traditional academic behaviors such as playing with an abacus or separating colors or counting blocks, either (although all of these are certainly beneficial in their own way). Rather,

simple traditional interactions such as rocking a baby have proven to be some of the most beneficial to regular brain development and growth. The action stimulates a system in the baby's head that is closely linked to coordination and balance motion, then, as well as simple stimulation such as speaking, reading and interacting with a baby can be some of the most beneficial contributors to later acceleration in the child are learning. **The process of applying and developing Express Learning abilities in infants is outlined in definitions of acceleration in learning.**

## **The process of applying and developing Express Learning abilities in infants**

### **What are ways to help develop motor skills as they apply to basic learning abilities in my infant?**

One great way to help your child develop is to permit your child the space physically to explore an area. Unbelievably, bundling babies up enough to keep them from crawling means they will sleep, yes, but it also means that the development of their brains may be short-changed as a result. Because a baby is bundled up enough to make him sleepy, that also means that he will be kept from crawling around and, believe it or not, developing his eyesight! This is because when babies crawl they make a few mistakes, bumping into objects and navigating around them, and as a result, they gain greater depth perception and train their eyes to work as a pair. Without this invaluable experience in training their eyes to work together as a team, the baby's eyesight fails to coordinate at the proper rate.

### **What are some ways in which I can develop my baby's mental skills to promote Express Learning abilities later in life?**

Another often-overlooked way to help promote babies' mental development is to provide vivid contrasts in their environment. Because babies are born with no ability to distinguish between objects and colors, the tendency to place a baby in a soft, pastel-colored nursery has unfortunate effects on the baby. The ideal environment would provide a great deal of contrast in colors and tones as well as shapes. Many experts recommend setting up one wall as

a sort of checkerboard of shapes and colors. Parents will observe their children's fascination with this particular wall, since it means that the child can suddenly perceive the contrasts.

Something else that can be incorporated in infant development is capitalizing on a mother's instinctive tendency to speak directly to her baby; by extending this to simple explanations of what she is doing, a mother is able to focus the baby on the tasks and encourage him to associate certain words with the actions she is performing. This concept was noted centuries ago, but until recently has educators found purposeful logic behind the senses made from ancient teachers.

Also, take the time to carry your child around with you, pointing to various objects and naming them as you go. Take your time; allow your child to observe the contrasts in shape, color and even texture of different objects. If the object is safe to handle, let the baby touch it and improve his tactile intelligence. Take your baby outdoors to let him feel the difference between the wind in her hair and the sun on her face. If you are fortunate enough to live in an area where there is a regular snowfall, bring a small amount of the snow into the house in a shallow pan and let your baby, play with it and feel it melt.

### **Why do these actions help promote my baby's ability to adapt to Express Learning later in life?**

It's amazing to realize, but for an infant, life itself is a practical application of the Express Learning experience. Parents who embrace the chance to

immerse their infants in the simple experience of life around them are promoting the development of their children's learning abilities, but are also witnessing the daily application of the child's capacity for Express Learning. Every simple experience is a chance to impress upon your infant the widespread presence of contrasts to improve his understanding of the simple mechanics of life simply by capitalizing on his or her innate sense of wonder at the world around him.

How can I help develop the five senses as they contribute to Express Learning capacities in my toddler or preschool-aged child?

One of the simplest and yet most important things to help young children develop are the five basic senses- touch, smell, taste, hearing and sight. This can be done in a variety of methods of play, capitalizing on games that children often come too naturally. To develop the sense of touch, utilize a "guessing box" filled with harmless objects of a variety of textures. Let the child reach in and explore, all the while naming each object he pulls out, and thus encouraging him to identify the different textures. Be careful to never make this a test, though; there should be no disappointment in guessing wrong.

A similar game can be played with taste and scent when it comes to preparing foods; if the child wants, he can wear a blindfold or cover his eyes while he tastes different things, identifying the types of foods and tastes he is experiencing.

Hearing can be developed by making a CD or tape of various sounds and a corresponding album of photos; include as wide a variety of sounds as possible, from animals, people talking and babies crying to the sounds of water running, clocks ticking and telephones ringing. The child can point to the object or animal that makes the sound he is hearing, encouraging him to seek out those sounds as they occur naturally in his world as well.

Finally, to encourage sight it can be as simple a task as obtaining brightly colored cardboard and teaching the child the names of some basic primary colors, then encouraging him to differentiate between them in the form of the cards.

How can I use the world around us as a way further to develop my child's capacity for Express Learning?

A great way to develop small children's learning abilities is to use the entire room as a sort of classroom. Encourage children to notice simple shapes as they occur outside the home and in nature. Help small children identify opposites by pointing out contrasts between dark and light, hard and soft, up and down and other simple concepts as they apply in play, and out in the world.

Let every trip to the grocery store be a chance to discuss the origins of food and the aforementioned differences in texture; talk about how the food is made, and even encourage children closer to school-age to guess what principal ingredients are present in his favorite foods. If your child has a particular allergy, or knows somebody who does, encourage awareness of

the importance of ingredients through this connection. It is also possible to help children learn to count by using objects that occur naturally; the checkout line is a perfect location to impress the importance of numbers on children. Ask questions such as “can we go in the express lane with this many things in the cart? Why? Why not?”

Finally, make it fun for your child to classify objects. This can be done by as simple a task as sorting the laundry, or by sorting items for the grocery store checkout line. Encourage your child to observe the differences in the various types of clothing as you sort socks from shirts, trousers from nightgowns. Point out how things in the grocery store are packaged by weight and type; let children notice soft, light objects are put in bags together, the same way that heavy or cold objects are packaged together. By allowing children to see the simple application of these basic concepts in everyday life, they will become ingrained more naturally than if you tried to set up a classroom and pound all of these concepts into a little mind that just wants to get out and explore!

The importance of identifying targets is outlined in Express Learning.



The importance of identifying target results as it relates to the process of Express Learning

What progress has been made in Express Learning outside the school system?

Although Express Learning began several years ago as little more than the interest of a small group of people, it has become increasingly commonplace and more generally accepted. As of late, general acknowledgement of at least some of the basic premises of Express Learning has become relatively widespread. The core beliefs and propositions of Express Learning (for example, the idea that learning should be active and participative, that education and learning in general are far more effective and enduring if they are fun, and that both left- and right-brain preferences have an important part to play in the learning process) are now accepted by a majority of educators and training practitioners.

The acknowledgement of these principles, however, is not always so easily translated into new and different training techniques. It is easy enough for even the more traditional training practitioners to incorporate some basic ice-breakers and energizers, such as regular small-group breaks, humor and games, perhaps even soothing music and attractive décor for the room, but beyond such superficial things, the core of the learning experience often remains largely untouched, principally because there is a lack of clear method for the design of Express Learning. While it is one matter for educators to accept the basic principles of Express Learning concerning the brain and the learning process, it is another matter entirely for them to translate these theories into relevant activity in practice.

What the particular aims of design is in accelerate learning practices?

- Learners/trainees can participate in a variety of ways that are pleasant, relaxing, engaging, positive, and generate curiosity and interest.
- The content and process of an Express Learning program make use of both right- and left-brain preferences (imagery and imagination/language and logic).
- The input of the tutor is limited to sessions of about 30 minutes or less per hour.
- Learners are approximately twice as active in the learning process as the tutor.
- Learners must make active use of a variety of senses (eyes, ears, hands, feet, mouths) in order to achieve learning, and they are required to move around regularly.

The achievement of the above criteria, when applied properly, should produce a learning experience that is rich, rapid and relevant.

Why is it so important to identify the outcomes of Express Learning?

It is first necessary to identify what learners will be expected to know and to be able to do at the end of the learning. Next, educators should check that for each thing/behavior/skill learners are expected to know, identification has been made of what they will be able to do because of that knowledge. It is in fact crucial that the identification of the expected result is not overlooked, because while previous styles of learning emphasized the acquisition of

information above everything else, Express Learning differs widely from this “old school” method. As a result, trainers may be tempted to over-emphasize the knowledge requirements, meaning they will be sacrificing action and application as a result.

In sharp contrast to this old method of education, Express Learning is at its heart an activity-based discipline. One of the key bases for its outstanding results is that it promoted learning as an active, three-dimensional living experience. The quickest and easiest way for educators to create activity-based learning that meets the criteria of the Express Learning system is first and foremost to focus on what they will expect learners to do when they are done the training. If enjoyable activities are instated that allow learners to practice those skills, educators may feel confident that they are creating learning that is fast, relevant, and enjoyable for the students. It is by identifying those ideal learning outcomes that educators may make the rest of the Express Learning process far simpler and more enjoyable for themselves, too.

## A sound model for Express Learning

What is the primary goal of the Express Learning model? How can this model be productive?

The desired result of an Express Learning model is a design that will satisfy the criteria for an active, rewarding learning experience. Educators wishing to achieve this design may structure their models around a learning process that targets the three core units of the process. By connecting these three core units to the learning process educators may rapidly create reliable Express Learning designs.

What are the main units of the core process?

- Find Out
- Explore
- Show Off

Anything that learners need to know will be categorized under the heading “find out”. The tasks that learners need to perform will go under “show off”, and the middle stage referred to as “explore” should serve as a sort of bridge between the other two requirements. It should allow learners to move from the process of acquiring new information to the ability to put it into play in some related action.

### Find Out

Identify all ways that learners could obtain the needed knowledge. This is the best spot to get creative, rather than relying on slides or PowerPoint! The challenge is to create an instructional session that will appeal to both right- and left-brain learners, take thirty minutes or less of educator input, provide a variety of stimuli for the senses and incorporate student activity and interaction.

Two valuable resources for engaging the right-brain and speeding up learning at this stage are imagery and metaphor. The use of metaphor is an especially important resource for Express Learning. There are many educators' resources that should provide valuable insight into active and engaging methods of applying the "find out" stage of the Express Learning process.

### Explore

For a great number of educators, depending on their desired outcomes, this will be the core piece of the learning process. After all, according to the principles of Express Learning, the critical requirement at this stage of the learning process is that the students/learners be required to use whatever information and various materials they obtained during the process of "finding out" in order to create some tangible and recognizable result from their efforts.

Naturally according to the tenets of Express Learning, this bridging process will require an activity. It is advisable to consider all manner of options that will engage learners' myriad senses as well as opening up the opportunity for active exploration, gratification, interrogation, curiosity, and even a

period of reflection on what knowledge they have acquired. Because of these desired results and because educators will in all likelihood be dealing with students of a variety of backgrounds, skills and requirements, it is best to seek activities that are playful, promote creativity and/or relaxing, and/or that introduce an element of humor (although it is important at this stage to bear in mind that senses of humor vary widely, so tact and care should be exercised in choosing how this ought to be applied). Several valuable resources educators should consider when looking for activities for the “Explore” session are various creative projects such as drawing, building (possibly working with clay, blocks or other tactile objects), drama, interactive games and so on.

### Show Off

Finally, once the other two steps are complete, learners can demonstrate their acquired skills. This part of the process is comparatively straightforward, so as a result the “show off” step is usually the one that requires the least degree of specialized design. All the same it is important that educators bear in mind those essential criteria that make Express Learning work. Learners should always be at ease, enjoying themselves and engaging eagerly in the activities in order for the learning process to work.

The process of designing an Express Learning training program.

The six steps to designing a training program for Express Learning

### Clarify the desired outcome of training

What do you intend the course to accomplish and how will educators know when they have accomplished this? Before outlining the program itself it is essential that educators ask themselves certain questions.

Why are they having the training to begin with?

What are the results (objectives, goals, achievements) are educators hoping to see?

Educators often find it beneficial to consider possible outcomes from three different points of view. Firstly there is the point of view of the delegates, or students: what is it that these people hope to learn? Then there is the perspective of the training facilitator or educator: what does the educator believe the subjects need to learn? And finally there is the perspective of the course sponsor or education administrator; the person who is paying the educator. What is it that the administrators wish to see the trainees learn? The Depending entirely on the individual situation, these three points of view can be quite similar or they can be drastically –challengingly– different.

### Identify changes desirable in the learners/trainees

What sort of learning do the educators wish to see the learners undertake/engage in? A particularly helpful model involves dividing this up into four different types of learning achievement:

Self-awareness – the trainee's beliefs and attitudes about him or herself

New perspectives – the trainee's attitudes and beliefs concerning other people

Skills – how to do various things

Knowledge – learning about things

It is usually the case that the “skill” and “knowledge” training will produce little to no change if they are not also accompanied by a growth in the trainee's self-awareness and his or her acquisition of new perspectives.

What various activities would guarantee this learning?

Once trainers and educators know what sort of learning they want to take place in the fields of self-awareness, new perspective, skills and knowledge, they will be able to create or borrow ideas for activities that will allow this learning to happen. Creativity is paramount for this step!

Organize these activities into sessions

Once the educator has a collection of ideas he or she can organize them into a session that will fit the allotted training period.

Design setup and take-down for each of these activities



In order to find a balance between lecture and activity, every activity will need a setup phase in which the educator explains the purpose and desired outcomes of the activity. It is often beneficial to have a demonstration of the activity to accompany this explanation. Then educators will need a take-down or “unwinding” phase in which participants explain what happened and what they learned.

### Go through the process and refine

Tweaking and refining is a natural part of the road to accomplishment. Always look over a program to see how it might be improved on. Ask yourself questions, such as:

What state should participants be in at the various stages of the session?

What state should the educator be in at each of these stages?

Are various learning styles taken into consideration?

Is there a suitable balance between activity and reflection?

Are the learners actively engaged enough?

Does everybody get a good feeling from this?

What one thing, if any, could be added to make it perfect? (or) What one thing could be taken away to make it perfect?

How does this session look from the view of the trainees? Will they be over stimulated and/or bored, and what can I do to find a better balance?

## Creating an Express Learning class for IT professionals

IT trainers have particular trouble in training sessions because in addition to the usual difficulties they have additional hazards of temperamental hardware and software. The image traditionally associated with IT training is of a high-tech environment with students working alone at terminals. There are boring PowerPoint presentations, manuals of screen shots, complex instructions, lectures and a clinical approach. Additionally, most people believe it is expensive, difficult and boring.

Trainers in turn worry systems will fail and that the newest piece of software won't work. They may have trainees who fall asleep on them, and they will almost certainly have trainees who have been ordered to take the course but don't know why!

Consequently, IT training can come across as uninspiring at best; at worst, people may find it outright dull. Fortunately, the principles of Express Learning allow students to dive into the new training experience, enjoy it and even delight at what they are learning. By incorporating Express Learning, IT training can maximize the benefits of the training to individuals and businesses.

### State

People need to be ready and willing to learn, which can be hard if they're forced to be there! It is possible to improve outlook by following these steps:

Send out note cards explaining the benefits- tips, techniques, and faster ways to work.

Invite participants to bring examples of things they want to do; props are also helpful

For computer-based training, make CD players and music available; suggest participants bring favorite CDs.

Make sure there's space for activities away from PCs.

Use the wall space to explain jargon or pin up quotes.

Start with an icebreaker relevant to the topic.

### Input

Because relevant information is already available in user manuals, educators don't need to reproduce these. Instead, they can explain the bigger picture and give people the knowledge and desire to research on their own.

Use props to describe concepts.

Build on available knowledge.

Use PowerPoint to create interesting graphics.

Use pictures in handouts.

Incorporate participative activities.

Make posters for the walls.

Draw flowcharts on a flipchart rather than having them in PowerPoint.

Use interactive whiteboards.

Tell an interesting story to illustrate processes.

Use metaphors.

### Explore

After the input, trainees can share what they have learned.

Remove students from the computers to explore.

Use props for e-learning or CD-based training.

Encourage learners to use the Internet or manuals, or ask someone else to explain.

Ask learners to create posters to represent a process or procedure.

Adapt familiar games to represent processes.

By incorporating these principles from Express Learning educators will enjoy teaching more and learners will share their enthusiasm

### Consolidate

Create images for memory.

Use unique props or link commonplace items with the learning.

Ask trainees how the learning can be used at work so they make their own connections.

### Show off

It is important for trainees to demonstrate what they have learned.

Incorporate exercises so learners can use real-life examples.

Design exercises requiring collaboration.

Encourage users to share knowledge by creating posters, models and other things.

Make it different and unusual but still relevant.

### Review

Think of the review as the chance to add final information to provide a lasting impact.

Use the posters you've created to cover all relevant points.

Ask participants what they will take back to the workplace.

### Follow-up

Use bulletin boards and chat groups as follow-ups.

Using videoconferencing, arrange for learners to meet to update each other.

Provide information about relevant resources on the internet.

Have additional information available either on the web or as CDs.

Provide a helpline or e-mail for follow-up queries.

### Conclusion

By incorporating, the principles of Express Learning trainers will have teaching that is more fun and trainees will have learning that is more fun. People often think IT is serious business, but this offers the challenge to make it relevant, memorable and effective. Even serious learning can be fun!

## **The Express Learning revolution in the workforce**

Traditionally trainers presenting trainees with information then evaluating performance based on that information conducted training. One of the common methods, combines talking and chalking however, this method lost its reputation. The reputation was lost because most corporate training does not produce any change in a company's performance is because conventional training methods failed to meet common standards.

The following is a four-phase learning cycle that provides practical classroom strategies to allow trainers to focus on true learning. These strategies use Express Learning techniques and review activities that make understanding and retention far more likely.

### Interest

This phase is meant to arouse curiosity, create a positive learning environment, get the trainee into the best mental and emotional state for learning, and develop a positive relationship.

- Generate interest by sending a preparatory kit before the class announcing what they will learn.
- Give learners the big picture. Offer an overview and a systematic guide.
- Create curiosity with relevant posters on the walls.
- Remove barriers by making positive suggestions. Tell trainees what they learn will be relevant to their lives and easy to learn.

- Play lively music to greet the class as they come in.
- Explain the benefits of learning, or ask them to brainstorm the benefits.

### Instruction

The goal of this is to help learners by getting them involved, appealing to all learning styles.

- Alternate between trainer- and learner-directed tasks. Keep period to 20 minutes or less and set an activity for trainees to make sense of things.
- Use action learning; ensure learners alternate between being passive and physically active.
- Use video clips or audio tapes so strong visual metaphors can be connected with the content to ensure memory.
- For your benefit, ask whether your lesson design is personalized to the needs of each learner.

### Integrate

This phase should focus on trainees personalizing their learning. Time needs to be spent with a number of learning activities and exercises that get learners to practice and create meaning from the lesson.

- Encourage class collaboration and rich social interaction by alternating between team-based, partnered and whole-class learning activities. Educators must be certain to provide opportunities for individual work so pupils have time to personalize and reflect on their learning.



- Create classroom games for reviews that fill in gaps for trainees.
- Use problem solving as a way for trainees to engage with the subject matter.

### Interpretation

The goal of this phase is to make sure knowledge is retained and learning is continuous.

- Provide activities for trainees to show what they learned. Group trainees in teams to teach the group key points.
- Make evaluations in-class. Self-assessment of training and the trainees' self-assessment of learning are very important. Educators should ensure performance exercises allow the trainees to evaluate learning that has occurred.
- Create post-classroom learning activities and post-session resources.
- Consider measures that could be instated to ensure learning is successful.

### Quick tips for enhancing learning

#### Mind Break

When you take breaks, it helps to improve your learning. You learn faster, since you give your mind the time to digest information learned. When you take breaks at least 15-20 minutes after each study, it helps you to learn faster. The breaks will allow your brain room to relax. You learn new

information quicker and it goes into the conscious mind and subconscious mind deeper, which you will retain what you learn.

### Action steps

After you finish your break, get your trainees to erect, standing with you and start talking to someone, such as your learning partner, two minutes about the important points they have learned. Accelerated, the students can feel the power of learning as they focus their attention on recalls of learning through various strategies proven to boost memory. Maria Montessio left an imprint in Express Learning courses.

The use of Express Learning for young schoolchildren as it was applied by Maria Montessori

Who was Maria Montessori?

Maria Montessori was an Italian woman who made great strides in early childhood education in the first part of the twentieth century. Maria Montessori prided herself on devoting her life to the education and development of young children. After graduating from medical school, she became intrigued by the problem of working with the mentally disabled and supposedly “uneducable” students in her home country of Italy. She researched and pioneered a variety of methods that were designed to promote the education of the students who were supposedly unable to learn. These included a wide variety of applications of sensory experiences and practical applications of methods that encouraged the students to see alternate methods of solving problems ways that were easier for them to

grasp than the more traditional methods of education. Her supposedly uneducable students passed test after test, having first been educated by the methods that made concepts easier for them to understand.

Because Maria Montessori's methods were engineered in a way that focused on the physical application of skills that would enable students to better process concepts that are more elevated later on, they are considered especially apt for application by children of a preschool age. Today the Montessori Method is applied at schools all over the world, and children who are trained by it often prove remarkably more adept at more elevated tasks such as reading, writing and more complex mathematics later on.

What are the principles of the Montessori Method?

It is believed that children should be taught in groups divided by age in years of three. These groups correspond to what are believed to be especially critical periods in the children's development. The age groupings might look something like birth to three years of age, three to six, and six to nine and nine to twelve year olds. The Montessori Method holds that children are not substandard but rather fully competent human beings and can be encouraged to make logical and intelligent choices, given the proper instruction and equipment for their own safety.

It is believed that children should be observed interacting and behaving normally within their classroom environment for the purpose of continually developing and improving the curriculum, and that an environment should be created that is on scale with the child. Chairs, tables and tools that are all

sized to be used comfortably by children are provided with the belief that they will foster the children's ability to create a "self-running" world of their own. Parents are encouraged to participate to the extent that they provide attention to the necessities of hygiene and health, as these are considered prerequisites to the natural and easy education of the children.

It is also considered important that educators acknowledge the "absorbent mind" of the child, and are aware of the high capacity for the children to perfect certain skills based on their individual ages, abilities, and stages of development.

Why is the Montessori Method so successful in teaching young children?

The application of the Montessori Method is successful for the same reason that Express Learning, as a concept itself is successful. It acknowledges the abilities of people to learn better when different strengths are targeted, and it encourages children to locate these learning strengths through guided play. By permitting them to develop at a rate that feels comfortable to them without fostering feelings of inadequacy or competition, children are able to develop faster and more confidently than within a traditional school system. The Montessori Method, like the basic concept of Express Learning, succeeds because it promotes individuality as strength, rather than attempting to isolate one or two individual strengths.

## The role of the teacher in a system of Express Learning

What are considered some of the most important roles of the teacher of an accelerated education program for the gifted students?

In one study, six principal qualities were ranked as the most essential out of a total seventy-two as the sort of values that a teacher of gifted children ought to possess. The first was that the teacher has the ability to make gifted pupils aware of the sense of social responsibility. It was considered important that the teacher encourages children to be aware of the necessity of their serving society, as well as aware of the innate worth of others. The second was that the teacher has an ability to make the classroom a welcoming environment, in which children could participate actively and with efficiency in group discussion and normal social interactions. The third was that the teacher be able to create an environment in the classroom that was conducive to the mental health and security of the students. The fourth was that the teacher has the ability to teach the children in the program the problem-solving approach to learning. It was felt important that the teacher be able to encourage the students to apply the problem-solving approach to independent study and forms of research, and ideally to use it to evaluate their own progress. The fifth necessity was believe to be a general knowledge and comprehension of the perceived social and or potential emotional difficulties that might be encountered by the gifted pupil due to his or her accelerated mental and academic development. The sixth and final quality considered most necessary for a teacher of students in an Express Learning program for the gifted was the ability to promote a curriculum that was flexible and enriched in content as well as being individualized and

therefore suited to the demands of the individual gifted student, thereby avoiding the pitfalls of setting up the stereotyped demands so common in the standard school system.

What is the role of a teacher in any classroom, whether Express Learning-based or more traditional?

Certainly one of the most basic roles of any teacher, whether of “average” students, gifted or remedial, is his or her ability to motivate the students toward achievement. Without the ability to foster a desire for learning in the student, any teacher is doomed to fail in promoting education since unmotivated students, no matter how brilliant they may be, are not destined to succeed. Therefore it is absolutely vital that educators understand their role not only as imparters of knowledge but also as motivators; as encouragers of children in all fields in order to further engage them in the material at hand.

What can educators and administrators learn from this list of qualities, as they can apply to an Express Learning program for students of all abilities?

What is perhaps most remarkable about these qualities is how many of them can apply to teachers of any Express Learning program, not just a program for gifted students. Perhaps the most relevant quality, however, is the ability of teachers of an Express Learning program to promote an enriching and flexible curriculum that does not fall prey to the traditional learning stereotypes found in most conventional classrooms. This quality is doubtless one of the most essential for a teacher to possess if any Express Learning

program is to succeed, since by its very nature the program of Express Learning must not focus on the students as a whole but rather work to understand their individual learning strengths and create material that is engaging and inspiring no matter what the student's perceived academic abilities.

How to apply Express Learning in your own life

What are the beginning steps to prepare for Express Learning techniques for adults?

It is extremely important that you have the proper frame of mind before you begin learning. You have to achieve the odd combination of physical relaxation and mental alertness- something that often defies our traditional concepts of what it means to learn. However, it is commonly held that the state of physical relaxation but mental alertness – often associated with daydreaming – is the one in which people produce their most creative and innovative thoughts, and the one at which they best absorb new knowledge. Many psychologists hold that the majority of learning takes place at a deeper subconscious level, and it is in this relaxed state that the subconscious can be most receptive to new knowledge.

How does the adult accelerated learner enter this relaxed state of mind and body?

Although breathing exercises and a degree of simple meditation are effective ways to achieve this state of relaxed alertness, one of the easiest and most straightforward methods is simply to play some music. The brain actually

synthesizes itself to the music; most recommended are Baroque styles of music such as those by Bach, Handel, or Vivaldi. If you have a particular aversion to outright classical music, try something with the same degree of quiet complexity in order to achieve a similar result. It is also very important to the learning process that the adult learner accepts that he or she is going to learn easily, effectively and enjoyably. This belief can be chiefly brought about by ensuring that the environment is physically comfortable, at an agreeable temperature, and has comfortable levels of light as according to personal preference.

How does the adult learner best take in information?

Every learner has a natural preference when it comes to methods of ingesting new information. Typically this variety of methods involves a combination of visual, auditory and kinesthetic/tactile methods. Occasionally some people express preferences for learning in an olfactory (smelling) or gustatory (tasting) method, although these are much rarer than the previously mentioned learning styles. All of these learning styles, however, are extremely important when it comes to learning new information, since once the learner knows his or her preferred learning style it can be then applied in order to enable him or her to take in new concepts more readily. It is also possible for the adult learner to stretch him or herself a bit in one area or another in order to improve on weaker areas of learning.

These different methods of learning are categorized in the following ways:



1. Bodily physical. This term refers to a person's ability to move with athletic skill and often to manipulate objects (such as sports equipment, tools) with dexterity.
2. Inter-personal. This term refers to the ability to work well with others, and also to empathize and relate well to people.
3. Intra-personal. This term refers to the ability to be introspective, to contemplate, and to know oneself very well.
4. Linguistic. This term refers to a high ability to work with words, as well as writing and reading. One of the two skills most relied on by the traditional school system.
5. Logical-mathematical. This term refers to a person's ability to reason, calculate and work out a problem. The other of the two skills most relied on by the traditional school system
6. Musical. This term refers to a person's preference for and high appreciation of music.
7. Naturalist. This term refers to one's ability to group and classify objects to see patterns as they are presented in a variety of ordinary situations.
8. Visual-spatial. This term refers to the ability to visualize objects in space and represent them, either by articulation or by recreation in drawing or models.

By determining which of these methods the adult learner's greatest strength is, he or she can accelerate his or her rate of learning by discerning a means of incorporating these in the learning process.

The lowered expectations held of parents and children by the traditional classroom

What are the disservices done to children and parents by the traditional school system?

Possibly one of the greatest shortcomings of a school system that does not embrace at least the theory, if not the process, of accelerated education is the system's subsequent inability to see the child's years spent at home as some of the most critical and formative of his or her life. The expectation is that children will come to school to have knowledge crammed into them; that parents will have provided the basics of rudimentary education, but that the finer concepts such as reading, writing, mathematics and various other more "elevated" concepts will have been left to the professionals to impart.

Unlike the Express Learning school system, which attempts to meet all children at the level where they currently are with the goal to bring all students together even under the blanket of their differences, the traditional school system excels at encouraging students to fit a mould. The traditional school system aims for average pupils; they excel at promoting adequacy, and expect that the ideal student will enter school the same as his other, average peers. Therefore if students come to school above or below the expectations of the average, the traditional school system and its standard-level curriculum are ill equipped to handle such radicalism.

What are the expectations that the traditional school system has of a child entering school?

Probably the top ten expectations of the five-year-old child entering the school system are as follows. The child should know his basic personal information, such as address, name and phone number. The child should be able to dress and undress with ease. The child should know his or her parents' names and jobs. The child should be able to use the washroom and wash hands afterward. The child must know to ask for permission from the teacher. The child must understand basic concepts of turn taking and sharing. The child should be able to observe basic rules of the school. The child must view the teacher as a friendly authority figure. The child should ideally meet the teacher before his or her first day of school, and finally, if possible, parents should accompany their children to school on that big first day.

Why are these expectations so limiting, and why are they doing a disservice to our children?

While all of these expectations are certainly more than reasonable for a five year old, the problem is that most of them are also reasonable expectations to have of a three or four year old. The implication is that the traditional school system does not feel parents are equipped to teach their children anything more challenging than this simple list of ten basic functions that, let's face it, even the most "average" preschooler should not find too difficult to master. Parents, then, may come to resent the school system that

seems by implication, if not by outright statement, to frown on their efforts to teach their children how to do something more strenuous than tie their shoes. Parents often find themselves in difficulty with school administrators who are distraught when children come to school already literate, since they will be “bored” by the standard curriculum. The Express Learning curriculum does not have this problem, since by definition it should be equipped to meet the challenge of accommodating students who parents have presumed to teach them something more than how to wash their hands after using the washroom. At the same time, the Express Learning system is equipped to deal with those students who cannot meet the basic expectation; it is a system of inclusion by education, rather than exclusion by merit of excess or inadequate education.

The ways in which Express Learning can dispel myths of “natural” talent and IQ

What are some established myths about children’s levels of creativity and intelligence as supposedly innate abilities?

Possibly one of the greatest myths that children are saddled with is the belief that everyone has a predetermined level of intelligence or mental ability. For countless years, teachers, educators and even parents were taught that a child’s basic intelligence quotient was something that was wholly unalterable. The claim was that if a child was born “dumb” he or she would remain “dumb” for the rest of his or her life. If born a genius, the child will remain a genius and if born average than no matter what people do, the child will remain average. In fact, the results of an academic or intelligence test do

not reveal how brilliant, average or backward a child is; rather, they reveal only how well the child performed when taking that particular test.

Another myth about the abilities children are born with is to do with the creativity level of each child. For some reason, our culture is such that the production of any piece of art –painting, sculpture, and the like– is viewed as the presence of creativity; when in fact creativity alone is nowhere near enough to produce a masterpiece. Learned principles such as persistence and patience are completely overlooked, and it is assumed that without the presence of “creativity”, the work of art could never have been accomplished. The belief that all people are born with the innate urge to create is likely far closer to the truth, and certainly the one that is most manifested in young children. Unfortunately, too often the creative urges in children are overlooked or ignored; at the very best they are too often underdeveloped. This leads to the misconception that children have different “degrees” of creativity, rather than the far more likely truth that all children are born with creative instincts, but only some children are fortunate enough to be encouraged to pursue these endeavors.

Why are these myths so harmful to children’s social, academic and emotional development?

Because these myths are cultural misconceptions largely based on existing cultural constructs, they are damaging to the children who by nature do not conform to them. Children may be made to feel inadequate due to their inability to measure up to expectations held by the traditional school system and parents who have a limited concept of the various intelligences.

Similarly, children who under perform with regards to their peer groups may be made to feel different or ostracized simply because they do not meet the perceived “requirements” of their school system.

How can Express Learning be applied to dispel these myths about children’s supposedly innate abilities?

Thanks to the principles of Express Learning, children are encouraged to develop a wide variety of abilities according to their own preference, meaning that the often-overlooked creative abilities are given a better chance to develop. Furthermore, the child’s various abilities are then focused on as a variety of means by which he or she may be encouraged to learn in an enjoyable and accessible fashion. The previous concept of one basic form of intelligence has been largely negated by the exploration of students’ abilities to excel once their key learning styles are targeted and focused on. Once parents and educators understand that Express Learning is meant to embrace a wide variety of forms of intelligence in children, previous conceptions about intelligence quotient will become increasingly outdated as more people discover there are kinder and more accurate ways to measure children’s ability to perform and likelihood of success. Express Learning is new discoveries left without facts to back its welcoming theories.

## **Express Learning Academic Discoveries**

### **Myths established in creative learning for innate abilities and multiple-intelligence explained:**

Mythology lends itself to legends, folklore, and tradition and perhaps to the greatest myths of all. The myths saddle us up, preparing researchers, philosophers and anyone with peeked interest to explore the potential facts. The facts often string us along as it follows a series of beliefs. One of the common misconceptions that string us along includes the notion that all of us are predetermined and works on the same level of learning.

Down through the centuries, educators would teach children that basic intelligence was proportioned and truly permanent. Myths from of old that carry on today state that if a child is born with learning disabilities, then surely the child cannot learn above the ability that normal children could learn. If we continue to let these myths hinder our abilities to learn regardless of notions, we would live in a world filled with failing souls. The myths are just this, myths. The truth is children in Express Learning do not stress the pressure put on them by common educators, rather the children put worries such as brilliance, average learning, backward learning, etc behind them and focus on learning.

Myths state that not all children have the same creative learning ability. While this is true, Express Learning opens the door to say otherwise and has in fact show traits of facts behind the concepts. Culture, arts, etc show signs of creativity by producing music, sculptures, art, etc. Not everyone uses their

creativity to the fullest, simply because many people do not have the knowledge to pull up innate resources to make their creativity come alive. Creativity takes persistence and patience completely to develop skills that produce creative prints. This is often overlooked in common classrooms.

Beliefs from some myths have caused many to believe that all people's born with inborn urges to create, is the person closest to realism. The problem is most children and people as a whole have creative skills that are often overlooked or even ignored in this society. The common problem falls behind underdevelopment. Misconceptions that children have different ways of pulling up their creative mind, has caused many children to fail. Children are born with instincts that guide them to pursue, yet their efforts fall short from inadequate teaching.

The myths are cultural misconceptions, which has little foundation to prove its realism. The children often feel frustrated, since most times educators and even parents fail to see the creativity skills inside the child. Children feel pressured often, since they have to measure up to someone else's expectations, speaking honestly the expectations is set by public school systems who tell these children that everyone must learn at the same rate, focusing on one ability, i.e. to live as the normal people do. Behave as the normal society. Therefore, what if the child has dancing abilities that could land him in the spotlights. Rarely does a child get the opportunity to express him self as a whole person.

Children and even adults in public school systems rarely see the opportunity to express, and demonstrate all their abilities. Children with learning



disabilities often fail under peer group pressure, because they are forced to feel differently or else ostracized simply because they do not meet the perceived “requirements” of their school system. Changes were needed to remove the myths and start the truth flowing, which is why someone with a brain came up with the notion, Express Learning. Now children can advance, pull up creativity and feel like a whole in a single classroom without worrying about what someone thinks if they do not comply with “normal” standards. Use the applications in Express Learning to enhance your life.

### **Using the Applications of Express Learning in your life**

To use the applications of Express Learning in your life, first you have to learn a few steps to guide you into accelerated your abilities to learn faster. Having the right state of mind can help you to focus on your goals. What a great start in beginning Express Learning. Once you have goals you can add to your mission by drawing up plans to help you achieve. You will need a selection of tools, which you can work to develop as you start accelerating. The tools you will need are guided relaxation. Once you are relaxed you can start building mental alertness.

To start Express Learning, you must learn to use innate abilities by extracting from your subconscious and conscious mind. Meditation is a great way to draw from reserves within the subconscious mind. A number of psychologists have told us that relaxation starts when a person is in a deeper subconscious state. They claim that in a relaxed state most receptive to new knowledge is best discovered.

## **How do I achieve guided relaxation?**

Breathing exercises and common meditation is the common tactic employed to coach the body and mind to relax. However, new studies show that people who play relaxing music can help you reach relaxation at faster rates. The music will target the brain, which synthesizes as the music flows. If you want to accelerate your learning however, your music must be the choice of proven educators sounds that ring in classrooms today. The music of baroque brought sounds in classrooms that guided many students to relaxation. Handel, Vivaldi and Bach are some of the baroque musicians that could put you on your way to Express Learning. The most important thing is to play music that relaxes you, rather than upbeat tunes that distract you. Those with evident traces of creativity might start hitting the dance floor, starting out with upbeat tunes. The music falls behind the accelerated beliefs that chiefly relaxation is brought about by ensuring that the environment is physically comfortable. When the room is at the body's agreeable temperature, comfort welcomes itself. Likewise, when the lighting is comfortable, relaxation is closer. Thus, your setting plays a big part in whether you can guide self to relaxation. The sounds, smell, tastes, senses, etc all play a part in relaxation also. Do what feels right to you.

Express Learning gives you a few helpful tools. Your bodily functions will tell you when something is not feeling right. Use your signals to connect with your relaxation. Use your interpersonal skills to find abilities that help you relate with your comfort zones. Extract from your intrapersonal abilities to achieve levels of comfort discovered within you. You have linguistic abilities, which you can tap into to find skills and abilities that help you to

relax. Prepare, using your math logic to sort out any areas that cause you stress. Accept challenges to remove those areas. Use your music and listen to the sounds, allowing them to take you into the subconscious mind. Use your innate abilities to classify areas that present potential stressors. Use your visual-spatial to visualize objects that hinder you from reaching your goal.

By deciding which of the accelerated methods is your greatest strength, only then can you accelerate at rates of learning by discerning what lies inside of you that hinders you, or moves you to what more knowledge.

Relax; let the music guide your soul into your own little world where you feel safe, welcomed and non-pressured. Listen to the rhythm as it takes your mind to relaxation...relax!

The Bulgarian beginnings coming into focus:

## **Express Learning Bulgaria Beginnings**

### **How multi-facets benefit students in Express Learning classes:**

Express Learning courses use tools to help students learn multi-facet lessons that cover a wide assortment of creative techniques. The theories unfold in the classes that fall behind the Lozanov notion that all students with all learning abilities can learn effectively by applying music, arts, and more.

Conceptions in research combine with learning techniques that enhances students' performance and retention abilities. Students learn effectively by challenging the subconscious and conscious mind. Students learn new ways that help them to solve problems. Unlike the traditional methods in common schools, students are able to explore their abilities beyond what they imagined.

### **How the methodology of Express Learning holds fundamental elements to assist students in learning faster:**

The methodology in Express Learning contains exact core fundamentals that help students to develop new skills. Using the brain, the courses empower students to learn at faster rates. Combinations of fun lessons effectively challenge students of all levels.

### **The Bulgaria theories backing Express Learning:**

Theories behind Express Learning started in Bulgaria lands back in the starting 70s. A Bulgaria professor, Lozanov developed the concepts that impressed many others. The theory was that using psychotherapy and psychiatry combined could help students to learn at faster rates. Languages, which included visual arts, music, posters, etc, help students to relax.

Express Learning teaches students' new words, vocabulary, which is accomplished in a day's work. Retention levels increased incredibly, and have been proven throughout the history of Express Learning. Suggestology came into focus. Suggestology perhaps open the door to choices and plans that fell short in common schools. Children can now use the power of suggestion to solve ordinary problems. The students can share problems to find an understanding. Express Learning uses implications, hints, etc to help the students in solving the problems.

Express Learning helps students to progress, learning faster. Developmental skills of many students have proven to increase in accelerated courses. According to professor Lozanov, suggestology is the best way to learn.

Students learn naturally, employing innate abilities. Students can build on accelerated methods in suggestology to learn faster. The courses have proven beyond doubt that students can efficiently pull up reserves from the mind to find new ways of learning. The childhood experiences are outlined in the courses.

Suggestology assist students in recapturing their childhood learning to accelerate. Studies show that students improves retention when focusing on what they had learnt as a child and applying it to their lives now. Accelerated classes use multi-facets that encompass strategies in common

schools to teach students, using a wide array of techniques and ways that help them to learn at faster paces.

Manifold of intellectual doors open for students in Express Learning courses. The students effectively combine new ideas, styles in learning, cognitive thinking, neurosciences and more to solve various problems.

Neurosciences are the scientific studies backing the Central Nervous System. (CNS) Through disciplinary actions, Express Learning takes students to focus on the neuroanatomy of the CNS to collect disciplinary abilities to help them learn effectively.

When one can focus on the CNS, it helps them to come in connection with innate abilities, since they can learn to relax. Express Learning processes use musicals, visual, arts, drama, and other tactics to help students learn faster while pulling from their innate resources. The concept is to help students feel relaxed while learning.

Express Learning is the processes of becoming acquainted with the inner self, to pull up channels by using manifolds of multi-faceted techniques to develop innate skills. In summary, the skills are there, yet it takes practice, and unique accelerated techniques to make them come alive!

### **Conclusion:**

Express Learning is the top choice of topics, since it is obvious someone has finally brought forth the solution to help children and adults of all learning abilities to improve their life. Through accelerated, which are the processes

of learning through the sounds of music, visual arts, writing, and workshops, posters, etc has proven to help students of all learning abilities to advance. Rapid changes in technology and software has caused light to shine on accelerated courses available to help pre-school kids, parents, teachers, trainers, and anyone ready to stay ahead of technology by guiding them through accelerating courses. Accelerating courses assist all age groups, by allowing them to adapt, and to develop innate skills, such as creativity, logic thinking, etc. Express Learning is stages of lessons that help students use all their abilities to achieve. Express Learning helps students by employing music, arts, drama, posters, text, and various other methods to get the most out of learning.