Eastern Illinois University
New Course Proposal
COS 4890, Accelerated Learning and Training

1. Catalog Description

   a. Course number: COS 4890
   b. Title: Accelerated Learning and Training
   c. Meeting times and credit: 3-0-3
   d. Terms to be offered: F, S, & SU
   e. Short title: Accel Learn & Tmg
   f. Course description: This researched-based, applications-oriented, highly experiential course connects research to practice by using accelerated learning (AL) principles to accelerate learning and training. Proven AL methods are practiced in the class. Brain-based research, learning theory, and AL best practices are used as the basis designing and facilitating learning.
   g. Prerequisites: None
   h. Term to be offered: Fall 2004

2. Student Learning Objectives and Evaluation

   a. Course objectives Students will be able to:

      1. Describe the factors impacting the development and components of Accelerated Learning (AL).
      2. Compare and contrast the elements characterizing 19th and 21st century education and training.
      3. Discuss how seven learning theories influence and are applicable to Accelerating Learning.
      4. Use mind mapping and learning maps for accelerating learning and designing learning events that apply Accelerated Learning principles and technologies.
      5. Identify and describe the elements of their own learning style, learning modalities, and mental processing preferences.
      6. Apply the subject matter and learning resistance formula to select the most appropriate instructional strategies.
      7. Explain and apply the four elements of Accelerated Learning (AL) according to Meier.
      8. Prepare and apply an Accelerated Learning template/checklist as a guide for preparing, assessing, and re-designing learning events and/or materials.

   b. Student achievement will be assessed and grades will be earned based upon:

      1. an application project designing or redesigning Accelerated Learning events or technologies -25%,
      2. development of an AL template/check list -10%,
3. small group peer teaching project - 15%,
4. peer evaluations - 20%,
5. learning journal and self critique - 30%.

c. This is not a web-based delivered course.

d. Students enrolling for graduate credit are required to write a graduate level paper related to the topic of Accelerated Learning using at least six primary references that constitutes twenty percent of their grade.

e. Writing active. Students are required to write multiple in-depth personal reflective journal entries based upon their Accelerated Learning experiences to stimulate inquiry, to capture their personal experiences, and to apply what they learn. They are also required to critique their own journal and their journaling process. These journals are graded based upon content and writing clarity.

3. Course Outline: A weekend format, Friday evening 6-10 pm and Saturday 8 am to 6 pm, is needed for this course with at least two weeks between the weekends to optimize learning.

a. Units of time for topics

Friday Evening
Introductions applying elements of AL
Processing the experience: elements of AL
Course introduction and overview
Review the elements and benefits of learning journals
Elements of pre-course packets and learner preparation
The basics of mind mapping

All Day Saturday
Mind mapping drawing lessons and practice
The architecture of Accelerated Learning (AL)
Five elements of learning: long-term memory, environments for learning, acquiring information, reflecting and processing, and next step applications
Mind mapping and collaborative learning practice
Adult learning theory: Andrology
Overview of the Meier’s Preparation, Presentation, Practice, and Performance, (PPPP) model of AL
The relationship of training style to learning theory

All Day Saturday
Review and reviewing practice: Essential elements of accelerated learning
Brain research and the Ned Herrmann Model of Whole Brain learning
Brain dominance, thinking styles, and learning preferences
Designing Whole Brain learning events and materials
Visual, Auditory, and Kinesthetic (VAK) and Somatic, Auditory, Visual, and Intellectual (SAVI) learning modalities
Gardner’s Multiple Intelligences: Self-analysis and implications for AL
Four learning theories: Reinforcement, Facilitation, Andragogy, and Sensory Stimulation
Applying Meier’s Preparation, Presentation, Practice, and Performance, (PPPP) model of AL
Applying the Subject Matter and Learner Resistance Formula to select instructional strategies

All Day Saturday
Elements of an Accelerated Learning Template/Checklist
Theory to Practice Peer Teaching presentations
Accelerated Learning displays

All Day Saturday
Thirty minute Accelerated Learning design or re-design project presentations
Self-assessment and reflection process
Peer evaluations
Course evaluations

4. Rationale
a. Purpose and need: The focus of education and training began shifting in the 1990’s from the instructor and trainer to the learner. The technologies that accelerate learning is a top priority for organizations and schools in the attempt to reduce the time and resources required for learners to master the intended outcomes. Greater emphasis is being place on how to accelerate learning and increase retention. This course has been taught as a COS 4850 Special Topics in Career and Organizational Studies for several years with full enrollment and has been listed as an approved elective for the Master of Science in Technology in Training and Development.

b. Justification for level of course and prerequisites: Students are assumed to have basic writing and communication skills and some applied knowledge of psychology.

c. Similarity to existing courses. None

d. Impact on program: This course has already been taught as a special topics COS 4850 course and needs to be a distinct course with a distinct course number to be listed in the university catalogue. No additional staff or resources are required.

5. Implementation
a. Faculty member to whom the course may be assigned: Dr. Tom Boldrey
b. Additional Cost to the student: None
c. Texts:
6. Community College Transfer
   A community college may not be judged equivalent to this course

7. Date approved by the department or school: November 13, 2003

8. Date approved by the college curriculum committee: December 11, 2003

9. Date approved by CAA: January 22, 2004   CGS: February 3, 2004