

1979 Lozanov Method Workshop
Foundational to Youth and School Programs
Bobbi DePorter, President, Quantum Learning Network

In 1979 I had the privilege of hosting a three-week training by Dr. Georgi Lozanov and Dr. Eva Gateva in my home in Orinda, California. It was a turning point in my life. My partner and I immediately applied what we learned (see “Notes from 1979 Lozanov Method Workshop” beginning on page 4) to our business programs and saw exciting results. Participants became engaged, relaxed and enthusiastic about learning. A visiting professor commented that from his observations, students were learning in six weeks what is taught in one year at traditional business schools.

The elements I learned through Dr. Lozanov’s training became foundational to our business programs, and later were successfully applied to SuperCamp student programs and Quantum Learning school programs for students, teachers and administrators.

SUPERCAMP

SuperCamp is a 7- to 10-day learning and life skills program for youth ages 11 through 21 held on prestigious university campuses across the United States, and in twelve other countries. Since the first program in 1982, SuperCamp has helped more than 55,000 graduates worldwide learn how to learn effectively and reshape how they view themselves and how they live their lives.

SuperCamp creates joyful, engaged and challenging learning experiences for youth in environments designed to cultivate self-esteem and confidence and support the learning process. Learning skills taught include reading (fluency and comprehension), creative writing, critical thinking, problem-solving, speaking, note-taking, study strategies and memory techniques. Life skills include effective communication and relationship-building, and the 8 Keys of Excellence, guiding principles to live by. Through this process students discover how they learn best and learn valuable strategies that fit their personal learning style. Unique techniques are used to capture students’ attention, build curiosity, and sustain interest in classroom learning. Innovative strategies and rich curriculum stimulate students to express in amazement how much they learn. Students become excited about learning and develop intrinsic motivation. They feel confident and have a clear picture of how they will approach school, their studies, and their relationships.

SuperCamp – Study Results

A doctoral dissertation on the results of SuperCamp involved 6,042 students, ages 12 to 22, and utilized quantitative and qualitative data over a seven-year period. Here are some of the study results:

- 98% continued to use the skills learned long after their 10-day SuperCamp experience.
- 84% of the students increased their self-esteem
- 73% showed improved grades
- 81% developed more confidence
- 68% increased their motivation to learn

On a 4-point grade point scale, students who began with a 1.9 GPA or lower attained a one-point growth, on average, after the program. Overall, students across the "A" through "F" range made a half-point growth after 10 days of instruction. The author noted, "It is apparent that the program had a profound effect on students' lives, their emotional outlook toward themselves, their parents and their peers, and their education in general."

A survey of SuperCamp families revealed remarkable and inspiring information about what SuperCamp graduates do after high school:

- 88% went directly into either a four-year or a two-year college (national average: 65%)
- 77% went directly into a four-year college (national average: 46%)
- 41% received scholarship funding and 57% of those received over US\$10,000.

QUANTUM LEARNING (QL) SCHOOL PROGRAMS

Outstanding results from SuperCamp lead to invitations to work with schools. Currently, Quantum Learning offers comprehensive school programs that include training for teachers, students and administrators. QL professional development programs for teachers are held on school sites throughout the United States. Interactive group instruction over a five-day period gives teachers effective strategies for accelerating student achievement. Classroom observation and coaching provide opportunities for one-on-one support from expert QL instructors that enable teachers to refine their repertoire of teaching strategies. Administrator programs develop effective leadership and motivation skills that enable administrators to build strong school-wide cultures of learning and achievement. Student school programs focus on learning skills and life skills that enable students to take responsibility for their education and their success, both academic and personal.

QL School Programs – Study Results

"The Quantum Learning model demonstrated a consistent pattern of positive impact on student achievement in eighteen schools in four states. This impact included statistically and educationally significant gains in reading, mathematics, and writing, and more comprehensive measures of core academic achievement. Students who have participated in schools implementing QL have also shown a pattern of greater gains in achievement that comparison-sample students not participating in the QL model." —*External Evaluator for Program Improvement Schools, William Benn & Associates, 2003*

The following are typical results achieved by teachers who have attended Quantum Learning trainings where they gain an understanding of the Quantum Learning system and how to apply specific strategies to achieve desired outcomes.

Study of teachers after Quantum Learning training found that:

- 100% reported they felt they were better teachers
- 94% reported more awareness of students' learning styles and needs
- 88% take more risks in teaching
- 86% reported making more meaningful connections with students
- 83% reported raising their personal teaching standards

A similar study of students with teachers who attended Quantum Learning training indicated:

- 89% higher self-esteem
- 68% enjoyed learning more

- 68% higher attendance
- 66% demonstrated better behavior

As telling are results from an in-house survey of teachers before and after attending a QL training:

	<u>Before QL</u>	<u>After QL</u>
• I am frustrated in my teaching much of the time	32%	0%
• I experience joy and satisfaction from teaching	65%	83%
• Students are interested in learning in my class most of the time	45%	83%

“After Quantum Learning, learning-challenged eighth graders received the best GPA average ever. There were 17 A’s out of 28 students, only one D and no F’s.” —*Case Studies, Northwood Middle School, IL*

“After Quantum Learning, 98% of at-risk children have achieved average or above-average success in literacy acquisition skills and are no longer in need of special education.” —*Action Research, Waterloo Region School District, Canada*

“After Quantum Learning, students’ test-taking skills improved by 35%. Teachers’ perceptions of students’ self-confidence were six times higher than before the program. Students reported an average of a 33% increase in their own self-confidence.” —*Teacher and Student Surveys, Encinitas Union School District, CA*

QL School Programs – Feedback from Principals

Peter Anderson, principal of Northwood Middle School in Illinois, states: "Kids report enjoying school more and having more tools to succeed. Early indications show that students seem more proficient in spelling and vocabulary and feedback from parents shows that their children are more motivated. The atmosphere is more positive and upbeat. It's helping to bring an air of fun to learning."

Doug Schultze and Dr. Jenny Severson were co-principals at O’Plaine Intermediate School in Gurnee, Illinois, when the 8 Keys of Excellence (character-development life skills) were introduced to the students. They reported that results tracked over three years reflected continuing drops in zero-tolerance behavior as follows: 6% the first year, 12% the second year, and 19% the third year. (Zero-tolerance behaviors are the most severe types of negative behavior that would warrant a “trip to the principal’s office.”)

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THE QUANTUM LEARNING SYSTEM

Quantum Learning, with its roots in the 1979 teachings of Dr. Lozanov, has evolved over thirty years of observation and feedback, action research, and various studies.

The Quantum Learning educational system orchestrates core components to achieve desired outcomes. It provides tools and strategies in a comprehensive plan that creates a supportive learning environment and utilizes instructional practices that promote student engagement, accelerate learning, and build a positive “success” culture.

Quantum Learning embraces five tenets:

- Everything Speaks: Everything from our environment to our body language sends a message.
- Everything is on Purpose: Everything that happens under our orchestration has an intended purpose.
- Experience Before Label: Learning happens best when we experience the information before acquiring labels for what we’ve learned.
- Acknowledge Every Effort: Learning requires work—acknowledgement for our efforts is essential.
- If It’s Worth Learning It’s Worth Celebrating: Celebration provides feedback regarding progress and increases positive associations with learning.

Quantum Learning teaching and learning methods are utilized in the SuperCamp and Quantum Learning Education programs of the Quantum Learning Network.

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Notes from 1979 Lozanov Method Workshop

BELIEFS/THEORIES

1. Learning is dual-planned—conscious and paraconscious—we learn through both our conscious and subconscious mind. Suggestion is a powerful technique for tapping into the normally unused "reserves of the mind" to help the student learn faster and easier.
2. Everything makes a suggestion, either consciously or subconsciously. A student may be consciously listening to the teacher; subconsciously, his mind is aware of peripherals, the teacher's mood, tone and noises in the room.
3. There is no single stimulus. The very way we receive, or rather, perceive information is in a context.
4. Everything is constantly being processed, including symbols, rituals and associations.
5. There is no neutral: only positive or negative. Teachers need to make a concerted effort to create as many "positives" as possible, paying careful attention to creating a comfortable, safe and fun learning environment.

ASSUMPTIONS

- Teachers are the single most important factor in the classroom.
- Teachers must model and be congruent with the expected learning of the student.
- Prestige of the teacher and method are important—learning is enhanced when the student has a positive belief in the teacher.
- Beliefs in general are a crucial factor.

- Teachers must believe in the virtually limitless capacity of the human being.
- The "reserves" of the mind are unlimited; therefore, always give people more than they can do and act as if they can do it easily. (Taps into the unlimited reserves.)
- Freedom of the individual must be preserved at all times. (Not freedom to instigate anarchy.)
- There is need for ritual so learners come to expect what will be happening.
- Learning is more effective in a physically and mentally stress-free environment—all learning should be relaxed and tension free.

CORE ELEMENTS

The Physical Environment

- Every effort is made to create a comfortable learning environment.
- Lighting, temperature, color, plants and décor are taken into careful consideration.
- Seating arrangements are open and flexible.

Music

- Appropriate and effective use of music enhances the learning environment.
- Baroque music helps students relax and focus.
- Upbeat music energizes students.

Peripherals

- Peripherals are posters and visuals that reinforce lessons.
- The information, or suggestion, contained in the peripherals is taken in by the subconscious mind while the student is consciously focused on the teacher or an activity.

Teacher

- The teacher must establish credibility with the students and be well trained in these methods.
- Tonality of speech (pitch, tone, tempo, loudness, softness) is a technique used to capture the students' attention and emphasize key points.

Positive Atmosphere

- Emotional safety is established and the tone is friendly and joyful.
- Positive emotions influence the learning process and enhance retention.
- Careful languaging emphasizes positive statements and avoids negative statements.
- The teacher builds strong rapport and relationships with the students.

Art and Drama

- The teacher uses props such as puppets, costumes, hats and artifacts to illustrate lessons. Dramatics, including role-playing and storytelling, make lessons come alive.

THE CYCLE

Dr. Lozanov created the suggestopedic cycle of teaching and learning (lesson stages) in the seventies as a primary element of teaching. He has since developed iterations of the cycle.

ABOUT BOBBI DEPORTER

Bobbi DePorter is an early pioneer in the applications of effective learning and teaching. After attending a 1979 training with Dr. Georgi Lozanov, she applied what she learned to a highly successful business program that she had co-founded the previous year. The results were positive and the adult participants asked for a program for their children.

Bobbi co-founded SuperCamp, a program for youth, in 1982. She applied similar strategies that focused on teaching students learning and life skills that increased their academic achievement as well as their leadership, personal responsibility, and goal-setting abilities. SuperCamp is for students from sixth-grade (age 11) through college-bound students that has changed the lives of over 65,000 students over its over 30 years of operation at prestigious universities worldwide.

The success of SuperCamp led to invitations into schools. The first school program was held in 1993. Over the ensuing years, Quantum Learning expanded to include teacher programs for all levels, student programs for at-risk and mainstream populations, and programs for administrators and parents. To-date, over 100,000 teachers have received Quantum Learning training. Assuming each educator has influenced the lives of at least 100 students since training, Quantum Learning has reached over 10 million students.

Bobbi has authored over a dozen books on learning and teaching including *Quantum Learning*, *Quantum Teaching*, *The Quantum Upgrade Series* (learning and life skills), and *The Seven Biggest Teen Problems and How to Turn Them into Strengths*.

During Bobbi's 30-plus years in education, she has been involved in many industry organizations including serving as president of the International Alliance for Learning (formerly SALT, Society of Accelerated Learning and Teaching) and chairperson of the Best Practices in Education project for the San Diego Regional Chamber of Commerce Foundation.

In 1989 Bobbi led the formation of Learning Forum International, a non-profit educational corporation focused on making a difference for kids who have great promise but limited resources.

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