Title: Making Learning Memorable

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Abstract
Fixing learning is one of the biggest challenges facing teachers. What are the factors that help us to remember what we have learnt? In this workshop, based on techniques from NLP, you will discover the answer to this and learn practical ways of implementing these features in the classroom.

Summary
This workshop gave participants an introduction to and practical experience of means of ‘fixing’ learning in students. The techniques demonstrated were based on studies from Neuro Linguistic Programming. NLP has isolated key elements for making the learning of new material memorable.

This workshop explored the elements of memorable learning experiences. In particular we looked at the patterns of behaviour and communication that help the flow of learning and the quality of memory work in the classroom. The focus of our attention were those examples of stimulus-response which allow students to fix learning. In NLP terms, these are called anchors and they can be established consciously or arise unconsciously. The purpose of the workshop is to start to realise which anchors can facilitate learning and which can obstruct it. How a teacher can exploit the use of anchors in class in a congruent and practical way is a key objective of our work.

The conscious anchors do not necessarily imply a manipulation of the student. They are simply means by which patterns for learning can be established in the brain by the repeated use of certain neural pathways. Innumerable anchors exist all around us and many are involuntary. Recognising the usefulness of these was also discussed. The practical side of the session included individual tips for managing anchors which were presented under the title ‘Warmers’ to help those present recall the key points. These are listed as follows:

W - refers to WIT and the use of humour to lower affective filters and make a particular moment memorable.
A - refers to APPROPRIATE FEEDBACK. This involves the need to develop positive reinforcement strategies in class and to help students work on their self convincer states.
R - is for REPETITION. Frequency of exposure, the use of rituals and of revision activities helps build familiarity and anchors material that is not easy to grasp with only one exposure.
M - stands for MODALITY. Using all the sensory preference channels (VAK), using colour, appealing to both hemispheres is covered in this section.
E - is for EMOTIONAL ENGAGEMENT. In this part, we explored how to help students have a feeling for something and to personalise language by attaching an emotion to their work.

R - refers to RELEVANCE. This relates to the question of students needs and how to help students find a usefulness for what they are learning.

S - is for SPACE. This section dealt with the importance of using space in learning. Spatial anchors are valuable for delineating different activities in class, for presenting language for peripheral learning and for preparing students’ emotional states for the different types of activity the teacher may wish to do. An awareness of how space can be contaminated by negative energy allows teachers to avoid situations in which students are blocked for learning or continue in an unsettled state.

After these concepts are presented, a summary of the ideas was given in the form of a checklist questionnaire for participants to tick what they already do and which techniques they would like to start doing more of.

The material and ideas for this workshop include those which we have developed ourselves from applying NLP to our teaching practice, suggestions from Eric Jensen, one of the foremost educators in the US in the use of brain-friendly learning. We also drew on Ed and Maryann Reese, NLP pioneers in the field of education in the States and Richard Bolstad and Margot Hamblett. The latter two have developed a model of communication to facilitate the solving of conflicts and the creation of positive mental states.

**Bibliography**


Jensen Eric (1995), 'Super Teaching', San Diego, Turning Point for Teachers


**Biographical Note**

Jamie is from New Zealand. He is a lecturer in Language III at the I.N.S.P.T. of the Universidad Tecnológica Nacional in Buenos Aires. Laura is a graduate of the I.N.S.P. Dr Joaquín V.González and has her own studio in Versailles. They are Master Practitioners and Trainers in Neuro Linguistic Programming and as founders of Resourceful Teaching have run courses and workshops for teachers on the application of NLP to education since 1998.