

## Huge Untapped Resource You Can Use Today to Improve Learning

### By Win Wenger

You can use any of the following problem-solving methods to profoundly improve your understanding and learning of new material and information:

\* DEAM (Double-Entry Aha Method, <http://www.winwenger.com/deam.htm>, together with its extension, "Evoked Sidebands" at <http://www.winwenger.com/evoked.htm>)

\* CrabApple, and the Problem-Solving Woodswalk, both at <http://www.winwenger.com/part56.htm> To some extent a Rorschach Inkblot Test can be similarly used.

\* Windtunnel (probably most people's favorite among the wave of new methods, the version at <http://www.winwenger.com/part75.htm>) and/or its near twin Freenoting as detailed at <http://www.winwenger.com/freenote.htm> - Freenoting is already also an accelerated learning technique in its own right, not only a problem-solver...

\* Basic simple "brainstorming," such as all possible factors in a situation under study, or of all possible relationships between several such factors.

\* Sequential Divergent/Convergent stages through discrete specific steps, such as in the Osborn-Parnes CPS method a simplified version of which is our "Gravel Gulch" method which is detailed at <http://www.winwenger.com/gravel.htm>

\* Over-the-Wall, going for surprise insights at <http://www.winwenger.com/overwall.htm>, and/or its simpler and quicker version at "Three Doors," <http://www.winwenger.com/part48.htm>

\* High Thinktank (<http://www.winwenger.com/htt.htm>), especially as a way to get fresh insights up on material and contexts long since heavily plowed.

### How to convert these problem-solving methods into powerful learning methods:

HOW do you convert these creativity-evoking and problem-solving methods into ways to learn easier, better, more quickly with more understanding? It's simple! With these and other creative problem-solving methods, whether you use them to solve problems or use them to achieve new heights of learning, you are reaching for and grasping new insights, new understandings. So to convert a creative problem-solving method into being a profoundly accelerative learning method:

(1) Attend a challenging lecture or read a formal article, chapter or text.

(2) Then, in the middle of it or at the end of it, select DEAM, CrabApple or indeed any of the creative solution-finding methods from this website (<http://www.winwenger.com>) which are listed above and/or below.

(3) In place of using "problems" in the problem-solving mode, use that creative solution-finding method to process one of these questions:

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- (A) "What are the ramifications of the main point in this lesson?" Or,
  - (B) "What main point in this lesson do I most need to give further attention to, & why?" Or,
  - (C) "How do the various points in this lesson relate to one-another?"
- etc.
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It's not just these particular few problem-solving methods which can each be used as a powerfully accelerative learning method. It's all of them. There are hundreds of them.

## Huge Untapped Resource -

There are hundreds of effective problem-solving and creativity-evoking methods now in successful professional use around the world, many of them quite different from one-another but all of them highly useful. - And every one of them can ALSO be used as a powerful technique for improving learning!

Hardly anyone in the worldwide creativity movement knows this (yet). Nor do hardly any educators know this either. Nor do many in the worldwide accelerated learning movement know as yet that this essentially unlimited resource exists for them, literally hundreds of different methods right to hand for profoundly improving and accelerating learning, and bringing far more learning far closer into reach of far more human beings. Nor is that the whole story either. Many of the specific techniques used to improve teaching and learning, in the worldwide accelerated learning movement, can be used to effectively solve problems. - And again, hardly anyone in either movement is as yet aware of this, that many accelerated learning methods exist which can be made a rich resource and source of methods for effectively solving problems!

Creativity, effective problem-solving, better learning - in either case, the acquisition of new understandings, new leverage, new options, new responses, enlarging the repertoire of available behaviors. The phenomena of learning largely overlap the phenomena of effective problem-solving largely overlap the phenomena of creativity. The fields are practically the same, and hardly anyone has known it much less taken advantage of it.

### Converting more problem-solving methods into powerful learning methods:

Let's take a look at a few more effective problem-solving methods from this website, and see how to use them specifically as accelerated learning methods - - -

\* Straight ImageStreaming on such a context and such a question - see the information which begins at <http://www.winwenger.com/imstream.htm> and unfolds from there through each linked click-through article. It is especially important to aim to let yourself be surprised by what is shown to you, that frees the greater portions of your brain to show you what you had not made yourself consciously aware of, and usually leads you to your best answer. Use any one of the above-cited questions, aim to be surprised, and you will be well rewarded with new and invaluable understandings - literal "in-sights."

\* The Win/Win-Finder can be used in a somewhat different way, especially in social, historical, behavioral, economic, political, ecological or business-management studies, See <http://www.winwenger.com/winwin.htm> To understand the dynamics of any situation, map out the stakeholders there and the relationships between them, and the relationships between them and what you want to do there. And/or, you can translate what you want to do there into one of the above questions to discover yet more, and fresh, understandings..

\* Teach or explain the situation to a ten-year-old child, as per the self-taught instructions which are explained at <http://www.winwenger.com/ideagen2.htm> To do that, teaching a situation to a ten-year-old, sounds pretty challenging, but read on, there, how and why that is done. One of the world's two leading cognitive psychologists, last century, Jerome S. Bruner, laid down for us this challenge: "Any idea or theory can be effectively taught in intellectually respectable form, to any child at any age or stage of development, provided you do so in his cognitive vocabulary" (The Process of Education). Part of the answer here is that your struggle to make the matter under review intelligible to the child, will also make it more intelligible to you. This is an astonishingly powerful learning tool and an equally powerful problem-solving method. - And that is only part of the reason why it can be so effective for you.

\* Competitive small-team brainstorming of sensory-based, concrete observations on the most basic phenomena to be found on the topic, as exemplified in the instructions at <http://www.winwenger.com/ideagen4.htm> . This is especially effective, in part because it brings us back into concrete sensory touch with reality, where we most tend to otherwise get into difficulties. Each layer of abstraction higher is another opportunity for error to creep in to throw us off, and even the most brilliant minds among us need to check back and touch base with concrete sensory reality once in awhile. One thought as to why so few major discoveries come from our physicists after they pass age thirty, is that they have gotten so comfortable working in their highly abstract domains that they've forgotten to pay attention to things with their senses, and so have gotten clogged up with accumulated error. Practices like those spelled out at ideagen4 (op.cit.) might well see even our oldest physicists breaking revolutionary new ground.

\* Clarification Breathing (Noise-Removal Breathing, among the Calm-Breathing Patterns, in the pair of articles given you at <http://www.winwenger.com/part28.htm> and [part29.htm](http://www.winwenger.com/part29.htm), where one literally breathes up and away out of the way whatever had been standing between him and full clarity of insight in whatever context. Again, it's a simple straight shot, either for gaining clarity on a hitherto imperfectly grasped concept or a new one, or for gaining clarity in terms of any of the above-cited questions.

### **Where to Begin?**

A good problem-solving method to start with, using such a question on, which will quickly bring you a flood of new and more memorable, more securely grasped long-term understandings, might be either Windtunnel or Freenoting. In successive lessons you might then graduate to DEAM, to CrabApple and/or the remarkably rewarding Problem-Solving Woodswalk. The same type of question will turn visual-thinking-type problem-solving methods such as Over-the-Wall, Beachhead, ImageStreaming, and Three Doors, likewise into powerful ways to accelerate easy learning of content with understanding.

Just put one of these creative solution-finding experience methods together with one of those questions, together with whatever context you are seeking to learn and understand in, and you have a powerful, specific method for improving meaningful learning-with-understanding. (Consider: you have available to you HUNDREDS of different such creative, solution-finding experience methods!)

Summarizing: in the midst of or at the end of a challenging unit of study, pick one of the above-listed problem-solving methods. Run one of the above questions through that method and you will be flooded with meaningful new insights about what was in that unit of study.

### **Turning Accelerated-Learning Methods into Effective Problem-Solving Methods:**

It's an amazing irony, that two worldwide movements and systems of method could exist for a half-century practically side by side, with such potential for each other, and no one in either situation knowing it. But here we are, in this era of narrow specialization, with yet another spectacular demonstration of professionals being so preoccupied by their own specialties that they ignore the main source of their own potential breakthrough.

We've shown how to convert effective solution-finding and creativity-evoking methods into being methods for profoundly enhanced and accelerated learning. In turn, here are some of the accelerated learning techniques in this same website (<http://www.winwenger.com>) which can be turned into problem-solving methods:

\* Borrowed Genius (at <http://www.winwenger.com/borrow1.htm>) - engage a personum who is an absolute genius at solving such-&-such problems. AS this genius, doodle in the problem context and discover what it occurs to you to do. Not only changes in perspective which enable that narrow focus of conscious attention through which you filter what you notice in your universe of awarenesses, perceptions and experiences, to move over into what become new competencies, Borrowed Genius also draws upon the memory system which the amygdala maintains in the physical body as its basis for instructing the cortex what to do with a given stimulus or a context. While wearing the identified patterns of body feeling, posture, gesture, expression and body english of someone who is a genius at solving that particular type of problem, doodle in that context and things will occur to you which would not have otherwise - useful things and insights.

\* Increase your neurological contact with what you're trying to learn (as in Frame one, Chapter One of the book Beyond Teaching And Learning), see also that first chapter online at <http://www.winwenger.com/ebooks/btal1.htm#FrameOne> Use such tactics there the same way that you in the creativity movement would use SCAMPER in CPS - i.e., each of your senses, different mental ways of engaging or manipulating the subject or topic, in imagination examining the effects of making the problem bigger or smaller or purple or upside-down, etc.

\* Predictive Imagery (at <http://www.winwenger.com/predict.htm>) - a cluster of possible methods for problem-solving, from this learning method.. Seek answer to the question, "When I'm looking at the best solution to this problem, what will most surprise me?" Or, "WHERE can I find the best answer to this problem?" Or, "What surprising activity do I most need to be doing which will best lead me to a clear good answer on this problem?" Or, closest to the original format for Predictive Imagery, "Show me an image which somehow will make what I encounter during these next ten minutes point me to the best answer on this problem." (And, like in CrabApple,

over that next ten minutes or whatever unit of time discover what most catches your attention, then analyze from there.)

\* Freenoting (<http://www.winwenger.com/freenote.htm>), already recommended, which more than doubles your rate of long-term retention and understanding when you run this process for 15 or more minutes at the end of each major unit of learning. Freenoting has obvious use as a problem-solving method directly. Writing furious stream-of-consciousness-associations, without pause or hesitation, anything that comes to mind in the context, will stir up a lot of good new ideas including your best answer or solution to whatever problem or context. "Windtunnel" is even more powerful in all the ways that Freenoting is powerful. Unfolding to a meaningful live listener, you can reach the same level of effect in 11 minutes that would require 18 if just using pen and pad or your computer.

\* Grand Shuffle of Three Factors [an appendix in our CoreBook, Dynamic Teaching.] Original teaching format: in whatever lesson, what were three of the main factors? To develop understanding of the dynamics within that situation, throw onto the wall Factors A, B and C. Have students brainstorm in small semi-competitive teams - all possible relationships between A & B, then between B & C, then between C & A, then mark the most interesting items from those brainstorms. Then, have the teams compete to find, from the resulting mass and mess, the most elegant statement which encompasses that entire situation. The same exploring of dynamics which gives insight about a situation when learning, gives insight about a situation when problem-solving in it.

### **Special Note for Teachers and Trainers:**

\* Dynamic Format (<http://www.winwenger.com/dynform.htm>), is a special case, demonstrating even more forcefully the overlaps between learning and creativity and effective solution-finding. The worldwide creativity movement has mostly worked with business and industry, where there is some competitive pressure to get positive results. That same pressure has, Darwinian-style, cleared away a lot of what didn't work. Each program of effective problem-solving, each group, organization or even private consultant, has developed its or his own ways of efficiently directing group process. Decades ago we, in Project Renaissance, surveyed these and abstracted out a set of guidelines which enable the facilitator, or any group leader or instructor or trainer, to easily send his entire group into small-group and partnered "buzzes," keep each of them productive, involved and in focus, and call them back immediately and cleanly into whole-group process.

This Dynamic Format has since been adopted both by various programs and leaders in the worldwide creativity movement, for purposes of innovation and problem-solving, and by educators for purposes of providing intense small-group seminar learning experiences to even the largest classroom classes.

This Dynamic Format is at the core of what has enabled a most productive new form of Socratic Method to emerge, without the shortcomings of the classical method. Participants under Dynamic Format literally draw each other out and draw themselves out, in depth and detail, at length, on their own and each other's deepest and subtlest understandings and perceptions, with everyone getting the full experience and totally involved even in classroom sections of several hundred students at a time. The original Socratic Method was the best-demonstrated method for "accelerated learning" ever, throughout history always leading to the highest levels of intellectual achievement - but it cost too much. While the super-skilled instructor was Socratizing one student, the other 57 would get restless - so the classical method could be afforded only by a privileged elite few. Modern forms of the method are democratized, egalitarian, open-ended, very easily applied by almost anyone - and more effective even than the classical original. Dynamic Format, therefore, is a core part of each method system and approach - creativity; effective problem-solving; and modern Socratic method in accelerated learning. See complete instructions for Dynamic Format at <http://www.winwenger.com/dynform.htm>

### **Conclusions:**

Creativity professionals can offer an endless reservoir of methods for drastically improved learning, teaching and training, not competing for scarce resources in the curriculum but instead facilitating enormously the effective learning of the contents of that curriculum, making, not taking, space in that tight curriculum. Creativity professionals and the creativity profession can offer a tremendously valued service to education.

Creativity professionals can be remarkably "fast studies" in any field or topic in which they are called upon to consult. (Most of them don't yet realize that!)

Students have an enormous reservoir of available methods to draw upon to render easy, quick, meaningful, memorable and more effective the learning and studies with which they are contending.

Teachers, even though very few of them as yet know of it, have an enormous reservoir of available methods to draw upon to render their students surprisingly successful by whatever measure.

Teachers - and schools - and parents - and students - have likewise available to them an enormous reservoir of available methods to draw upon to solve their own, each other's, the schools' and their community's problems.

Teachers already equipped with various accelerated learning techniques already have in hand ways to solve their own, each other's, the schools' and their community's problems. They just haven't yet realized that their methods for better learning can be used specifically as well for problem-solving methods.

You, Gentle Reader, are brighter than you think. You can do a lot of things, and you can do a lot of things better, than you thought you could, by specifically applying specific methods like those you just read of here, in the ways suggested here. Let's not settle for anything less. Try one problem, one question, one method, let us know what happened, and then go on to the next one problem, one question, one method.....

### **Special Request:**

As you know, for well more than a century, schools have managed to resist any meaningful reform. They deflect public pressure by making big deals out of window dressing reforms which lead nowhere meaningful. Public groups have tried, educators have tried, even governments from time to time have tried and failed to get meaningful improvements made.

What is left to us to try? One person at a time, one classroom at a time and both in and out of classrooms. You have in hand, with this free article, a way to both directly improve learning, teaching and training with the methods cited, and a directory of techniques whereby you can solve problems and people who are caught up in the educational situation can solve problems.

The only way these can happen is if someone puts this article on the screens or in the hands of other people including people who are involved in the educational situation.

So we have two essential requests:

1) You try out one or more of the points and methods of this brief, to determine to your own satisfaction and in your own first-hand experience, that the information here is substantive and useful. You are so much more powerful when you speak from your own immediate first-hand experience on matters which are important to you, than when you are simply passing on someone else's second-hand information!!!

2) Save, and even print out, this briefing, and get copies of it to at least some of the many people among your friends, family and others whom you care about, who are involved or about to be involved in the educational situation. If they don't learn of this from you, whom are they going to learn of it from? The future belongs to you and yours as much as it belongs to any of us, you have every right to take a hand in it, to intervene in it. We're not asking you to take on reforming the whole education system, only that you make it possible for more of the individuals caught up in it to make their own informed choices and to reform, should they care to, what they are experiencing in their own immediate situations. So please pass along this briefing to where it can be meaningfully studied, meaningfully debated, and to where it can do some good. Thank you!

.....win wenger

<http://www.winwenger.com> as the main website address for the methods cited

<http://www.winwenger.com/corebook.htm> for the latest book of superb learning methods

<http://www.winwenger.com/corebook.htm#Dynamic> for the latest book of superb teaching and training methods.

<http://www.winwenger.com/dto.htm> for a book of superb problem-solving, innovation and discovery methods.