

## LIFE LEARNING TECHNIQUES AS MEMORY BOOSTERS

### UNIVERSITY EXAMPLE - LANGUAGE LEARNING

In 1975, Dr. Benitez-Bordon conducted two Spanish classes at the [University of Iowa](#) using the complete method. Students learned more than a full year's Spanish in ten days (four hours a day) – a seven-to-one speedup. The Iowa professor broke down every element of the method to see exactly what triggered super memory. The tests showed:

**75% increase in retention:** when students breathed rhythmically during concert session (in classroom) in which rhythmically paced text material was used (Life Learning techniques).

**75% increase in retention:** when the addition of pleasant, easy learning affirmations (boosting of self-concept/self esteem) were added to the above rhythmic material (Life Learning techniques).

**25% increase in retention:** when students did not breath rhythmically and information during concert session (in classroom) was not presented rhythmically.

### 8<sup>th</sup> GRADE EXAMPLE - SCIENCE

Iowan Charles Gritton at the Wilson Junior High School in Des Moines used superlearning to teach science to eighth graders in one-fifth the usual time. Wilson Junior High is in a low-income neighborhood. Along with the increased learning speeds, the retention of knowledge was impressive. In 1977, with a group of four classes (115 students), the mean percentages were:

Class 1: **98.5 %**

Class 2: **94.0%**

Class 3: **97.0%**

Class 4: **100.0%**

Overall Mean Percentage: **97.5%**

## UNIVERSITY EXAMPLE

“Maps (Visualization) furnish a bird’s-eye view that can reveal new connections to prompt new ideas. They give an extra edge when you need to recall your data. A map lights up in the mind more quickly than a list. Why? Because it’s a picture. Anything you can visualize, you will learn faster and remember longer. To cite one of hundreds of reports, David Meiers, director of the [Center for Accelerated Learning in Wisconsin](#), and Dr. Owen Caskey, at Texas Tech University, led a year long, federally funded study of students at four colleges.” [Those using full-bodied imagery:](#)

IMMEDIATE RECALL increased **12%**

LONG TERM RETENTION increased **26%**

## SCIENTIFIC ARTICLE

SCIENCE EDUCATION ARTICLE, “[Visual-spatial thinking](#): An aspect of science overlooked by educators” - Authored by J. H. Mathewson, Department of Chemistry, San Diego State University  
[Funded by the National Science Foundation](#)

### **Brief Abstract:**

[Thinking with images](#) plays a central role in [scientific creativity](#) and communication but is neglected in science classrooms. This article reviews the fundamental [role of imagery in science and technology](#) and our current knowledge of visual-spatial cognition. Visual-spatial thinking includes vision - using the eyes to identify, locate, and think about objects and ourselves in the world, and [imagery](#) - the formation, inspection and maintenance of [images in the mind’s eye](#) in the absence of a visual stimulus. A spatial image preserves relationships among a complex set of ideas as a single chunk in working memory, [increasing the amount of information that can be maintained in consciousness](#) at a given moment. The article goes on to discuss visualization techniques to incorporate in the classroom.