



the **LEARNING BLUEPRINT**

HACKING THE BRAIN TO OPTIMIZE LEARNING

Dr. Jared Cooney Horvath



6619 North Scottsdale Road, Scottsdale, AZ 85250 | T. 702-970-6557 | E. info@lme.global.net

Course The Learning Blueprint: Hacking the Brain to Optimize Learning

Developer Jared Cooney Horvath | PhD, MEd

Company LME Global | www.lme.global.net

Summary *The Learning Blueprint* is a practical course in metacognition. Developed and taught by science-of-learning expert Dr. Jared Cooney Horvath, this interactive digital course is designed to help students take agency over their own thinking, learning, and self-management practices.

Research has consistently shown that student awareness of the learning process is dreadfully low. Even at top schools, many students view learning as a 'black-box' process -- leaving them with little-or-no plan for managing their own academic performance. *The Learning Blueprint* cracks open this black-box, and equips students with a proven cognitive framework upon which they can build a personalized approach to growth and self-development.

During this program, students are exposed to deep learning practices, the mechanics of memory, the patterns of attention, the imperative of errors and mistakes, powerful study and classroom-success strategies, proven self-management frameworks, and much more. By teaching students the 'whys' and 'hows' that underpin learning -- and by helping them take ownership of the process -- *The Learning Blueprint* is a uniquely powerful tool for deepening student engagement and supporting academic success.

Time Commitment *The Learning Blueprint* is delivered over 18 bite-sized sessions. Each session covers ~30-40 minutes of learning, including an interactive video lecture supplemented with hands-on exercises, reflection questions, guided reviews, recognition quizzes, recall exercises, and more.

The total time commitment for this course is ~8 hours.

Teacher Bio Jared Cooney Horvath (PhD, MEd) is an internationally recognized neuroscientist, educator, and author of the best-selling book *Stop Talking, Start Influencing: 12 Insights from Brain Science to Make Your Message Stick*. He has conducted research and lectured at Harvard University, Harvard Medical School, the University of Melbourne, and 150+ schools internationally.

Media Page: lme.global/media | Curriculum Vitae: lme.global/vitae



Course Overview

As we progress through The Learning Blueprint, we leverage the metaphor of *the brain as a computer* to provide a complete framework for learning. We start off by exploring the mind (the operating system) and defining how the brain physically functions (the hardware), before delving into the rules and strategies that govern learning (the software), and closing with a look at important self-management concepts (the user).

SECTION 1: GET YOUR MIND RIGHT | The Operating System

The brain does not function like most people think ... and this misunderstanding often stands in the way of effective learning. In this section, we explore how the brain truly makes sense of reality, the power that concepts have over perception, and the importance of 'building the right story' BEFORE you learn.

SECTION 2: GET YOUR BRAIN RIGHT | The Hardware

Once you understand the power that stories exert on perception, it's time to understand how these stories physically act within the brain to drive learning. In this section, we explore the foundational process of learning (from novice to mastery), how thoughts and actions physically drive this process, and the role that genetics play when it comes to intelligence and skill development (are people *born* to succeed -- or is success simply a process?).

SECTION 3: GET YOUR RULES RIGHT | The Software

It's time to start hacking the brain software and uncovering the rules that will help you work with (instead of against) your natural brain systems -- starting with memory. Memory is the foundation of effective learning - - and fortunately, it is a very predictable system! During this section, we reveal six important memory principles, and explore valuable strategies that will help you form deep, long-lasting memories.

SECTION 4: METACOGNITION | The Software Updates

Metacognition, to put it simply, is thinking about thinking. More specifically, it is the internal process of planning, monitoring, assessing and adapting your understanding and performance. During this section, we dive into the concept of metacognition, and explore how you can leverage this critical skill to unlock your brain's full potential and take control of your learning.

SECTION 5: GET YOURSELF RIGHT | The User

You know the operating system, the hardware, and the software -- now it's time to jump into the driver's seat and take control of yourself! During this section, we offer a lecture survival guide as we reveal the most effective strategies for optimizing your productivity during these valuable discourses of learning. We also dive into the art of time-management, and explore important self-management topics relevant to learning ... including stress, feelings and emotions, goal setting, and the PERMA model of well-being.

SECTION 6: CONNECTING THE DOTS | The Matrix

Now that we've covered everything you need to become a *master of learning*, it's time to tie it all together. During this section, we discuss The Learning Trajectory -- a full-spectrum look at learning from surface, to deep, to transfer. Then we explore strategies for advancing this model beyond theory into practice.

Expected Outcomes

Data from several large-scale research studies have demonstrated that explicit instruction in metacognition and the general learning process can dramatically improve a number of student outcomes, including: academic performance¹; long term memory retention²; self-efficacy³; and motivation⁴. Research from *The Learning Blueprint* (specifically) has demonstrated a significant increase in student-reported confidence, agency, and utilization of high-impact learning strategies.

1 - Cook, E., Kennedy, E., & McGuire, S. Y. (2013). *Effect of teaching metacognitive learning strategies on performance in general chemistry courses*. *Journal of Chemical Education*, 90(8), 961-967.

2 - de Boer, H., Donker, A. S., Kostons, D. D., & van der Werf, G. P. (2018). *Long-term effects of metacognitive strategy instruction on student academic performance: A meta-analysis*. *Educational Research Review*, 24, 98-115.

3 - Schmidt, A. M., & Ford, J. K. (2003). *Learning within a learner control training environment: The interactive effects of goal orientation and metacognitive instruction on learning outcomes*. *Personnel Psychology*, 56(2), 405-429.

4 - Zepeda, C. D., Richey, J. E., Ronevich, P., & Nokes-Malach, T. J. (2015). *Direct instruction of metacognition benefits adolescent science learning, transfer, and motivation: An in vivo study*. *Journal of Educational Psychology*, 107(4), 954.