



# the **LEARNING BLUEPRINT**

BOOSTING ACADEMIC OUTCOMES THROUGH LEARNING SCIENCES

Dr. Jared Cooney Horvath



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**Program** The Learning Blueprint: Boosting Academic Outcomes Through Learning Sciences

**Description** A practical *science of learning* program designed for teachers and educators

**Developer** Jared Cooney Horvath | PhD, MEd

**Company** LME Global | [www.lmeGLOBAL.net](http://www.lmeGLOBAL.net)

## Overview



*"The illiterate of the future will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn."* -- Alvin Toffler | American writer & futurist

The primary goal of this program is to introduce educators to the latest and most important concepts from the field of *Learning Sciences*, as well as to deliver a practical framework that teachers can use to test, assess, and share their own teaching strategies and evidence (called 'Micro-Projects'). This process will ultimately lead to the development of a valuable database of PL sessions created *by teachers for teachers*.

**Delivery** The Learning Blueprint program is divided into four progressive modules (est time commitment 6.5 hours each):

MODULE 1 | From the Laboratory to the Classroom

MODULE 2 | A Deep Dive into the Learning Trajectory

MODULE 3 | Everything you Wanted to Know About Learning -- But Didn't Know Who to Ask

MODULE 4 | Emotions, Wellbeing, and the Holistic Side of Education

Each module includes a series of short, interactive video lectures that can be tackled on demand, as well as warm-up quizzes, recognition quizzes, guided reviews, reflection questions, free-recall exercises and add'l resources.

**Assessment** Following each module, participants will complete a brief series of Micro-Projects (MPs), which will give them an opportunity to adapt key ideas to their practice and begin gathering evidence relevant to their unique contexts. MPs will serve as the assessment mechanism for each module -- rather than testing content knowledge, we will assess how teachers are thinking about, translating, and employing relevant concepts in their practice.

**Instructor** Jared Cooney Horvath is an award-winning cognitive neuroscientist and best-selling author with expertise in human learning, memory and brain stimulation. He earned his master's degree from Harvard University and his doctorate from the University of Melbourne.

Dr. Horvath has published 6 books, over 30 research articles, and has been awarded the Endeavour Scholarship and numerous awards for scientific presentations. His research has been featured in countless popular publications including The New York Times, PBS, BBC, The Economist, New Scientist and ABC's Catalyst.

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## Module 1 | From the Laboratory to the Classroom

**Summary** In this module, we will begin by exploring how the brain works to make sense of reality. From there, we will explore how scientific research can (and cannot) be meaningfully applied in the classroom. By examining issues of purpose, value, and what we truly mean by ‘effective practice’, teachers will come to recognize their own expertise and understand how to best unite their personal style with emerging ideas from the laboratory. More importantly, teachers will learn how to effectively develop and assess their own ideas in order to promote the types of learning outcomes they truly desire from their students.

**Key Concepts** Key concepts explored during this module include:

- \* Foundations of thinking (the predictor versus the coder)
- \* The powerful role that stories play in learning
- \* 12 PEN learning principles (Psychology | Education | Neuroscience)
- \* Micro-Projects (How do they work, and why are they valuable?)

## Outline

the <b>LEARNING BLUEPRINT</b>   MODULE 1 – From the Laboratory to the Classroom			
SECTION 1: Foundations of Thinking	Warm-Up Quiz		<b>Outcomes:</b> <i>Teachers will be able to describe the 2 primary modes of thinking, outline the 3 primary ways of accessing the coder, and discuss the role that errors play during the learning progression.</i>
	The Coder	32 min	
	The Predictor	16 min	
	Errors + Failure	18 min	
	Recognition Quiz		
	Reflection/Recall Exercises		
SECTION 2: Foundations of Learning	Warm-Up Quiz		<b>Outcomes:</b> <i>Teachers will be able to describe the mechanisms of learning, the basic process of learning, and the impact this process has on near and far learning transfer.</i>
	Brain + Plasticity	20 min	
	Genes + Intelligence	21 min	
	Foundational Learning	20 min	
	Recognition Quiz		
	Reflection/Recall Exercises		
SECTION 3: Principles of Learning (Pt 1)	Review + Warm-Up Quiz		<b>Outcomes:</b> <i>Teachers will be able to outline the first set of PEN Principles, describe the mechanisms behind each, and discuss how each might impact their daily teaching practice.</i>
	PEN Principles 1 & 2	10 min	
	PEN Principles 3 & 4	10 min	
	PEN Principles 5 & 6	10 min	
	Recognition Quiz		
	Reflection/Recall Exercises		
SECTION 4: Principles of Learning (Pt 2)	Review + Warm-Up Quiz		<b>Outcomes:</b> <i>Teachers will be able to outline the second set of PEN Principles, describe the mechanisms behind each, and discuss how each might impact their daily teaching practice.</i>
	PEN Principles 7 & 8	10 min	
	PEN Principles 9 & 10	10 min	
	PEN Principles 11 & 12	10 min	
	Recognition Quiz		
	Reflection/Recall Exercises		
SECTION 5: From Theory to Practice	Review + Warm-Up Quiz		<b>Outcomes:</b> <i>Teachers will be able to describe the process of a Micro-Project (MP). They will subsequently complete their own MP relevant to their work (to be utilized as the module evaluation).</i>
	Translation	17 min	
	Micro-Projects (Pt 1)	15 min	
	Micro-Projects (Pt 2)	19 min	
	Recognition Quiz		
	Reflection/Recall Exercises		

ESTIMATED TOTAL TIME

6.5 Hours