

Memletics™ Accelerated Learning Manual **Summary Version**

Sean Whiteley

This eBook contains full and summary chapters from the Memletics Accelerated Learning Manual. The summary chapters (two to seven) are overviews of the core content in the manual—they are not “condensed” versions of the content.

For more information on the manual please visit <http://www.memletics.com/manual>

Memletics™ Accelerated Learning Manual- Summary Version
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Preface

Welcome! Firstly, thanks for picking up this book. In this preface I outline some history of how this project started, and where I'd like to take it from here.

The roots of this project extend back to 1994, when I picked up a book called "SuperLearning" while in college. I tried some of the techniques in the book and, witnessing the effect on my grades, believed there was something worthwhile in accelerated learning.

Over the next few years I kept up an interest in accelerated learning. When the opportunity arose in 1998 to start flying, one of my main motivators was to try out some techniques and see how effectively they worked. Flying is a great way to prove the effectiveness of memory techniques. In the air it becomes obvious if you have learned something or not.

Well, some of those techniques did work, and worked well. My flight instructor at the time asked me where I had learned them. As I'd learned them from many sources, I instead suggested I write a few notes. Those notes turned into a thirty page booklet that I gave out to a small group of people.

After a pause in flight training because of work commitments, I returned to complete my private license. I extended some of the memory techniques I'd used previously, and tried some new ones. As a result I completed that stage of my license in close to the least number of hours the school had seen, especially for a part-timer flying on the weekends.

I felt others could use what I'd learned about memory. Again, work commitments took priority until in February 2002 I decided to reduce my work hours. I wanted to do some more activities unrelated to work.

During this time, I eventually decided to turn that thirty page booklet into something I could publish. Those thirty pages turned into two hundred and eighty single-spaced pages of content, too much for a single volume. I then separated the learning system from the flying content, and so you have in your hands my first book. Given the heritage of Memletics, you will understand why there are still many examples related to aviation in this book. I find the aviation examples often offer a clearer explanation of a principle or technique. I've included some examples from other areas, so I hope you don't find the aviation examples too excessive.

What's ahead for me? I'd like to write or co-write more materials that help others use Memletics for specific topics. However, my primary aim is to find ways to use technology to improve the way we learn and remember. In many ways we are still using technology from the fifteenth century when it comes to "knowledge transfer." This is the printed book. Information technology and the Internet help us create and spread information faster than ever before. Unfortunately though, we still don't have good technology that helps us transfer knowledge, skills and

experience efficiently between individuals, organizations and generations. You can see people and generations repeatedly making the same mistakes.

This book does contain information on two newer technologies that do improve the way we learn and remember. These are simulators and programmed repetition software such as SuperMemo. These are just the start. I aim to find and communicate to you new technologies and methods that help you become a *high performance learner*. This book is just the start. There will be more versions and updates to come. Memletics will help you see where these developments fit.

I believe we are yet to find or develop the technology that allows us to reach the next stage of “knowledge transfer” between one another. When we do, it will change society as much as books and literacy have over the past six hundred years. Perhaps Memletics, in future research, will help us reach that next stage. This possibility creates a sense of adventure for me. By buying this book you support the adventure, and I thank you for that.

As this is my first major publication on what I’ve found, I encourage you to share your thoughts and findings through the book’s website. I value your comments and suggestions. They can help shape the future direction of Memletics.

Lastly, I hope you find this journey of discovery as adventurous and enlightening as I have found it.



Sean Whiteley

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Several people have helped me at various times during this project. I've appreciated their support and encouragement, and they have all helped make this book happen.

Firstly, thanks must go to my two flight instructors, Tim Clark and Scott Rawling. They continued to show interest, patience and understanding, especially when some of my techniques didn't work as effectively as I thought they would. Tim continues to provide feedback through being the first user of much of my material. Thanks also to Graeme Hodges and the staff at Civil Flying School in Moorabbin, Tony Smith my check-ride instructor, and David "Montie" Lester for inviting me to take that first flight.

Doug Edwards, author of "Fit to Fly," has provided me with comments, support, education and advice throughout the project. Many ideas have come from discussions with him.

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There are two reviewers of my first draft whom I haven't already mentioned. Darren Russ provided detailed feedback on both content and style. Keith Ryall provided perspectives from years of experience in the training profession. I'm still not sure how any of my reviewers found the motivation to get through that first draft.

Trent Mayberry provided me with the opportunity to spend more time on this project. He, with Andrew Weekes, dealt with the challenges of me working four days a week in gainful employment.


You, the reader, have provided me with motivation to make this book happen. If you weren't reading this book now, I would never have started!

Lastly and most importantly, thanks must go to my partner Kristen. She has contributed and supported in so many ways. Without her you would not be reading this book.

Using this book

The following tips will help you get the most from four useful features of this book—margin icons, sidebars and text boxes, references and the index.

Margin icons

-  This book only uses one margin icon. It highlights an important point or caution. You can see an example to the left of this paragraph.

Sidebars and text boxes

I've included many sidebars and text boxes throughout this book. An example of a sidebar is on the right. A text box spreads across a page. You can tell it's a sidebar or text box because I've shaded them.

These boxes provide further useful information that doesn't necessarily belong in the main body of the book. You can choose to read these or skip them. You don't miss the essentials of Memletics if you do choose to skip them.

Example sidebar

These sidebars provide extra information. You won't miss core elements of Memletics if you skip them.

References

As you read you may notice that I reference books, software and websites, however the text contains few web page links or URLs. Instead, I'm keeping all the references on the Memletics website. I believe this approach is easier to use, it doesn't interrupt your reading and it helps me manage out of date or dead links.

Whenever I have more information on a particular topic available in the references, you see a small symbol. For example:


This sample paragraph has more information available on the web, such as text or website links. 

If you would like to view that extra information, go to the book's reference pages at <http://www.memletics.com/manual/references>

Index

As there are many cross-references in the book, I've provided a comprehensive index.

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