

Breakout Learning Session Descriptions**

Including Facilitator Bios

**Listed alphabetically

An Archetypal Journey Through the 8 Steps of Design

Marta Koonz, Doctoral Student
Pacifica Graduate Institute
Cromwell, Connecticut, USA

Archetypes are something many people have heard of, but few truly understand. (As someone engaged at the doctoral level in archetypal studies, I would argue that even many who believe they truly understand them do not! They often leave me wondering exactly what it is I do know about them.). Yet a basic understanding of archetypal energy and how it influences our behavior can enrich the work that we do. This learning experience will focus on our design work in Dialogue Education, and explore how interactive dialogue with 12 core archetypes can improve our relationship with the 8 steps of design.

Friday, Oct 25, 4 - 5:30 pm, James Room Level 4 and Saturday, Oct 26, 4 - 5:30 pm, Helena Room Level 4

About Marta Koonz: I am a certified Dialogue Education Teacher, a Myers-Briggs Type Indicator Assessment / MBTI ® Master Practitioner and a Professional Certified Coach (PCC), certified through the International Coach Federation. I am currently a Doctoral Student at Pacifica Graduate Institute, working on a degree in Depth Psychology with an emphasis in Jungian & Archetypal Studies. My work centers on providing learning opportunities for teams and leaders from the not-for-profit world (schools, spiritual communities, non-profits, libraries, etc) through coaching and facilitation of learning events. I participated in my first dialogue education learning experience in April of 2001 with Peter Perkins.

I quickly realized how deeply I resonated with the dialogue approach, and how it gave me an intentional framework for creating consistently effective learning designs. I completed my requirements to become a certified teacher in December of 2002, and have used dialogue education as my lens for creating opportunities for discovery ever since.

Changing the Brain, Freeing the Mind: Adults in Dialogue to Benefit Children and Our Future

Christelle Estrada, English Education Specialist
Utah State Office of Education

Janet Kaufman, English Education Director
University of Utah

Kenna Rodgers, MEd, Instructional Literacy Leader
Glendale Middle School
Salt Lake City, Utah, USA

How do the principles of Dialogue Education, as supported by the findings in neuroscience, create opportunities for adults to learn with children, youth, and other adults about the change that is possible in their daily lives? This session will highlight the most recent findings in affective neuroscience and its practical application to an innovative partnership across organizations: The Utah State Office of Education, the University of Utah, and a Salt Lake City elementary school designated as a federally funded high poverty school. Participants will use The Grump Meter to better experience the purpose of the Utah partnership and gain insight into what it means to be a self-regulating and mindful learner for the purpose of meaningful change in school, home, community, and other organizations.

Friday, Oct 25, 11am - 12:30 pm, James Room Level 4 and Saturday, Oct 26, 4 - 5:30 pm, James Room Level 4

Christelle Estrada, Ph.D. is the English Education Specialist at the Utah State Office of Education where she develops collaborative partnerships to better support public education in Utah, using Dialogue Education as the foundation for all professional learning since 2004. Estrada received her doctorate from

Claremont University (1993) in Education and Religion after graduate studies in psychological sciences, comparative religion, and Process Philosophy. She was previously the Chief Academic Officer for Stanford New Schools at Stanford. Estrada has taught in teacher education programs in Utah and California. She was an Urban Senior Research Fellow at Brown University and an Eisenhower Citizen Ambassador with the University of Rutgers' delegation to China. She has presented papers on organizational collaboration and learner diversity in urban settings as a member of the Oxford Roundtable at Lincoln College in Oxford, UK and as a participant in the International Whitehead Conference at the University of Salzburg, Austria. She is currently in the first cohort at Stanford University studying the neuroscience of compassion at the Center for Compassion and Altruism Research and Education. Her publications include: "They Wear Their Learning with Imagination" in *A Different Three Rs for Education* (2006 by Rodopi Press) and a series of articles in the journal for the Association for Process Philosophy. Estrada's research interests are grounded in her interdisciplinary background in the contemplative wisdom traditions, socio-cultural ethics, and the emerging field of affective neuroscience as it applies to policy studies and project development, specifically in low income communities.

Janet Kaufman directs the English Education program at the University of Utah, preparing preservice English/Language Arts teachers, and also teaching children's literature, writing, and poetry. She has co-edited *The Collected Poems of Muriel Rukeyser* (2005) and "How Shall We Tell Each Other of the Poet?": *The Life and Writing of Muriel Rukeyser* (1999), and numerous articles about teaching English/Language Arts. English teachers, on the front lines of students' lives, ask students to be vulnerable by reading literature and writing it, and students find their own lives reflected back to them. "What do you see? What do you not see?" Rukeyser asked. Preparing students to become English/Language Arts teachers, she tries in myriad ways to train her students to look—at literature, their students, and the intersections between them. In graduate school, as a middle and high school teacher, and in her university career, she has brought together academic study with life in community. In 1998, as a service-learning project, she developed the Family Literacy Center at a large urban high school, which for ten years served teens, families, and classroom teachers. The FLC kept many kids in school, gave a safe space to some, supported students' reading and writing in and out of the classroom, offered English language classes to families, and gave university students invaluable experiences and questions. In an

extension of her interests in reaching youth and families, she has coauthored a small book and workbook that would be useful to families, *The Grump Meter: A Family Tool for Anger Control* (2011) and *The Grump Meter Workbook* (2013).

Kenna Rodgers, M.Ed. is an instructional literacy leader at Glendale Middle School, a high poverty school in southwest Salt Lake City, Utah. Rodgers is also a state and national facilitator for the Utah State Office of Education where she uses the principles and practices of Dialogue Education to design effective professional learning for educators across the state, most notably in rural Utah and on the Navajo reservation. She is currently a doctoral student at the University of Utah and is focusing on leadership policy and literacy studies. Rodgers has a Masters Degree in Education from National University and became National Board Certified by passing national exams in her academic discipline for teaching English. Rodgers is trained in Design Thinking from the Stanford Red Lab Team, and she uses her training to facilitate hands-on problem solving of real-world scenarios with teachers and students. Rodgers previously taught English to both high income and high poverty students whose language diversity represents over one hundred family languages in Salt Lake City, a federally designated port of entry for refugees. Her research interest focuses on how to engage adolescent learners from high poverty communities in effective literacy strategies in academic English. Rodgers is currently on a team conducting a qualitative study of K-12 teachers' understandings of Text Complexity, and is developing a module for vocabulary instruction in secondary classes.

Dialogue Education Goes to Court: Two Decades of Culture Change in Volunteer Court Advocate Training

Cindy Bizzell, Administrator, Guardian ad Litem Program
North Carolina Administrative Office of the Courts
Raleigh, North Carolina, USA

Sue Button, Consultant
Raleigh, North Carolina

Are you looking for ways to ensure your learning programs are integral, sustainable, and relevant to the contexts in which they are introduced? Have

you discovered that designing and implementing a sound training program is not sufficient on its own to transform your organization? This session explores the vital role played by formal leaders in supporting lasting organizational change. The Dialogue Education experience of the NC GAL Program and the National CASA Association over the last twenty years will be presented as an evolving case study.

Friday, Oct 25, 2 - 3 pm, Iron Room Level 4 and Saturday, Oct 26, 9 - 10:30 am, Helena Room Level 4

Cindy Bizzell administers the NC Guardian ad Litem Program, a statewide volunteer court advocacy organization. Housed in the state's Judicial Branch, NC GAL pairs trained volunteers with attorneys to represent children in court.

Cindy worked in college administration, owned a small business, and served as a GAL volunteer before joining the program staff in 1986. While at NC GAL, she became a student and practitioner of Dialogue Education, designing and implementing a curriculum later adopted as the model for the National Court Appointed Special Advocates volunteer training program.

From 2001 through 2011, Cindy facilitated education and leadership programs for court personnel statewide. In 2012, Cindy returned to the GAL Program as administrator.

Cindy earned a Masters of Education in Counseling from NC State University and an undergraduate degree in Music Education from Meredith College. She is a certified Public Manager and Integrative Coach. She actively supports Dialogue Education in her organization.

Sue Button. M.Ed. has been practicing Dialogue Education since 1993 when a classmate at NC State told her about a practical application class taught by Jane Vella. After the class her learning and friendship with Jane continued with long walks around the lake and wonderful chats over tea. Sue expanded and shared her love and knowledge of DE by using DE principles in her work as Staff Developing and Training Manager for the North Carolina Administrative Office of the Courts (NCAOC), working with other court department trainers, one of which was Cindy Bizzell.

In 1997, Sue left the NCAOC and started her own business working with a variety of government entities, retail stores, manufacturing firms, and non-profit

agencies that has provided a wealth of experience in dealing with all levels in various organizations. Sue holds an M.Ed. in training and development from North Carolina State University, as well as an M.Ed, with a focus on adult education from the same university. Sue is certified as a facilitator for various products and services, which include Myers-Briggs Type Indicator (MBTI), Achieve Global, Development Dimensions International, UNC Facilitator Training, Global Learning Partner's Train the Trainer, Curriculum Design, Training Evaluation, and Strategic Planning.

Dialogue Education When There's No Dialogue

Jonathan Kidde

Vermont Association of Court Diversion Programs
Vergennes, Vermont, USA

We've all experienced the didactic lecture, the disengaging webinar, or multi-day mind-numbing conference. The IDEI presents a unique opportunity to develop effective tools and techniques to employ Dialogue Education (DE) in situations where adult learning principles are absent. This session will explore the following questions:

- How might individuals, groups, and organizations use DE to pry out the valuable buried content and apply it with immediacy and relevance?
- How can DE be used before an event to internally engage the mind of someone who otherwise would be a passive participant?
- How can the core principles of DE and the 8 steps of design be applied retroactively to an even that lacked the opportunity in the moment?

Your experiences and ideas will be utilized to generate new ideas around applying Dialogue Education where there is no dialogue.

Friday, Oct 25, 2 - 3:30 pm, Waterview D Lobby Level and 11 am - 12:30 pm
Waterview D Lobby Level

Jon Kidde has been influential in the design and implementation of several programs based on restorative justice in Wyoming and California. He currently works with Vermont Association of Court Diversion Programs and is responsible for implementing a statewide initiative with the 14 county-based Court Diversion

Programs to enhance work around effective intervention and restorative justice principles. He provides technical assistance, training and coaching to staff and volunteers and develops resources to further Court Diversion's mission.

Jon received his Bachelor of Arts in Sociology from Colorado College and his Masters from the School of Social Welfare at University of California, Berkeley. He is a newly [Certified Dialogue Education Practitioner](#) (2013).

He and his wife live in Vergennes, VT with their two children, Lily and Luke. He enjoys getting outside with his family, mountain biking, backcountry snowboarding, and hiking.

Dialogue in the Warehouse: Up Against Hard Skills and Hard Decisions

[Peggy da Silva](#), MPH

Principal, Consulting for Community
San Francisco, California, USA

[Terina McCraw](#), MFA

Head Trainer, Veritable Vegetable, Inc.
San Leandro, California, USA

The unique challenges of a Production and Distribution workplace – hard skills, low-wage and low-retention workers, low profit margins, and skepticism about adult education – provide a vibrant proving ground for the practice of Dialogue Education. Traditional training relies on off-the-shelf videos, shadowing, and a check-off-the-box approach to workplace learning.

We will explore the experience of implementing dialogue education in a Production and Distribution workplace, and analyze the differences between the type of training traditionally offered in a warehouse and new approaches that utilize dialogue. We will practice creating relevant training activities, evaluate their effectiveness vs. traditional methods, and develop skills in presenting and validating our approach with skeptical managers. We aim to leave the session better able to bring about change in Production and Distribution workplaces – better worker engagement and retention, a more inclusive company culture – through the implementation of training that includes the principles of Dialogue Education.

Friday, Oct 25, 11 am - 12:30 pm, Helena Room Level 4 and Saturday, Oct 26, 4 - 5:30 pm, Iron Room Level 4

Peggy da Silva guides businesses and organizations to greater effectiveness, using the best strategies from adult education, management and community empowerment. Peggy's approach draws on 30 years of experience within the private, public and non-profit sectors. She creates the nuts-and-bolts steps that lead to smooth-running workplaces, impactful public projects and ultimately -- healthier communities.

Peggy's background is in Community Health Education. Her earliest work was with migrant farmworkers and public health departments. Over time, she began working more in professional development, focusing on training for front-line workers: those whose training is usually quick and off-the-cuff. She encountered dialogue education in the 1990's and brought it to the California WIC program. For the past seven years, her focus has been on the challenge of creating training systems that are infused with dialogue education concepts in Production and Distribution workplaces; environments, like WIC, not accustomed to the "learner as subject" philosophy.

Always being told that she would become a writer, **Terina Danielle McCraw** has instead found her inherent skill set in education. Her career began at age 12 with the creation of a summer camp for kids in her apartment complex. When it was time to choose a degree path in college, she was discouraged by the awkward delivery of her core education course and turned instead to visual arts. As an active participant in class critiques where the professor deferred power to the students, she came to appreciate dialog as teaching and learning. She spent a year creating and delivering a course on conservation biology for the after-school program as part of AmeriCorps Learn and Serve, and went on to receive a Master of Fine Arts from the San Francisco Art Institute. Terina currently heads up the Training Department at Veritable Vegetable, the nation's oldest organic produce distributor.

Educational Jujutsu for the 21st Century: Applying User Research and Design in Learning

Amy Scatliff, EdD

Scatliff Educational Consulting
Chicago, Illinois, USA

Michael Culliton, Partner

Global Learning Partners, Inc.
Minneapolis, Minnesota, USA

We are in time of profound change. How people socialize, learn, work and play is changing rapidly. For many of us, it feels as though we are “running to keep up.” The flurry of innovation can leave us feeling overwhelmed, confused, and disoriented. At the same time, we often feel a sense of excitement and promise as we discover that these same changes also open new possibilities. Like the jujutsu practitioner who meets a potentially overwhelming and disabling force with a confident and life-affirming posture, learning professionals of the 21st Century need to develop similarly sound and effective postures toward change. One such posture is “user research and design.” This revolutionary approach is helping leaders in non-profits, government and business to create “out of the box” solutions. You will leave this session with some practical tools for using the approach in your own life and for inviting others in their setting to develop these skills.

NOTE: This is a 3-Hour session that takes place in two parts. Part One is Friday, Oct 25, 11 am - 12:30 pm, Waterview D Lobby Level and Part Two is Saturday, Oct 26, 4 - 5:30 pm in Waterview D Lobby Level

Dr. Amy Scatliff is a learning consultant and resource specialist for working adults with a Master’s of Social Science from the University of Amsterdam and a doctoral degree in Educational Leadership and Change from Fielding Graduate University. Dr. Scatliff is the founder/proprietor of Scatliff Educational Consulting, an interdisciplinary educational research and consultancy group. The group examines the where, why, and how of adult learning in everyday environments, especially in the face of 24/7 information access, rapidly growing social networks, and expanding online learning environments. Dr. Scatliff pilots new strategies and support systems that invite adults to build resilience and become empowered in this new culture. She developed and piloted, The Illuminative

Method, a strength-based, peer-to-peer educational method that cultivates an awareness of flow and user research practices in educational design. She also has written about and interviewed adults on the concepts of 21st century literacies and strength literacy for the past ten years.

Michael Culliton is a member of the Global Learning Partners core consulting team. He serves as a management, education and process consultant for organizations that value collaboration and innovative approaches to both everyday and unusual challenges. He accomplishes this by working with leaders to design and implement creative and assumption-reshaping projects, meetings, trainings and events. Michael has worked in health care, education, with government and religious institutions, national advocacy groups, human service providers, international human rights leaders, and values-grounded corporations. His work includes initiatives throughout the United States as well as Romania and Thailand. After years of tri-locating between the Washington, D.C., Southern California and the Midwest, this Montana native now calls Minneapolis, Minnesota home. Leveraging emerging technology, he continues to work with groups throughout the U.S., employing a budget-friendly and green balance of in-person and virtual collaboration to help talented people meet individual and organizational goals.

Embedding Education: Overcoming Implementation Challenges While Maintaining Effectiveness

Julie Lee, Senior Technical Advisor, Financial Education
Microfinance Opportunities

Maria Jaramillo, Program Manager, Financial Education
Microfinance Opportunities
Washington, DC, USA

Designing effective curricula is a challenge in itself, but implementation can often pose many more obstacles. Microfinance Opportunities (MFO) facilitates this session aimed at identifying challenges in implementing effective learning experiences and finding innovative and practical solutions to overcome them. Whether your constraint lies in financing, facilitator capacity, time available, access to learners, or all of the above, this session will allow you to learn about

and help create strategies for working within these confines while still integrating learning principles and practices. Participants will also be able to share the challenges associated with their own education initiatives and leverage the knowledge and experience of other participants and facilitators to create possible solutions. (www.microfinanceopportunities.org)

Friday, Oct 25, 11 am - 12:30 pm, Helena Room Level 4 and Saturday, Oct 26, 9 am - 10:30am, James Room Level 4

As Senior Technical Advisor, **Julie Lee** works with Microfinance Opportunities' financial education team to develop curricula and tools, design and implement training of trainers workshops, manage field projects and provide technical assistance to local partners. She is currently working on the design and implementation of two consumer education projects to support uptake and use of branchless banking in Asia and Africa.

Prior to Microfinance Opportunities, Julie served as the Director of Studies at a private language school in Virginia that serves international students. She also worked as a consultant for the United Nations Crime and Justice Research Institute to design and implement training of trainers for Nigerian NGOs working on transitional assistance programs for victims of trafficking. She was also an Advocacy Project fellow at The Transnational AIDS/STI Prevention among Migrant Prostitutes in Europe Project (TAMPEP) Association in Turin, Italy where she supported development of reintegration/livelihoods projects for trafficked women. Julie has held various teaching positions both in the U.S. and abroad. She was an instructor at the Sichuan International Studies University in Chongqing, China, and she also spent two years in Zimbabwe as a secondary school English teacher and librarian with the U.S. Peace Corps.

Julie holds a Bachelor of Arts degree in U.S. History and English from Suffolk University in Boston, and studied for two years at Georgetown University's Edmund A. Walsh Graduate School of Foreign Service.

As a program manager, **María Jaramillo** is responsible for the implementation of financial education programs that promote the up-take and use of branchless banking technologies, such as mobile phone banking and cards, currently in the Philippines, India, Malawi and Zambia. María also develops new business for MFO's financial education programs in Latin America.

María has extensive experience providing technical assistance to microfinance institutions and developing financial products that respond to the needs of recipients of remittances. Before joining MFO, María worked at ACCION International launching, managing and expanding its remittances program. Before that, she worked for VIAMERICAS Corporation and for the Microenterprise Unit of the Inter-American Development Bank providing research on innovative ways of private sector participation in microfinance.

María holds a Bachelor of Arts degree in International Politics from Oberlin College and a Master of Arts degree in International Relations from the Paul H. Nitze School of Advanced International Studies at Johns Hopkins University.

Enhancing Training Methods & Approaches

Joseph Astrophel C. Ongkiko, Director
Center for Transformational Development
Asian School of Development and Cross-Cultural Studies
Marikina City, Philippines

Fun; kinesthetic; very practical; mentally challenging; highly competitive; builds teamwork; and exceedingly integrative of Dialogue Education principles – these are but a few of the common descriptions given by participants who go through this creative learning design. Definitely not for the faint of heart! You will work in teams, walk into a maze in search of Training Methods, and share your thoughts on how to enhance them to improve learning. The experience will stretch your minds as you assess these training methods and give suggestions using the lens of Dialogue Education. More importantly, you will go through a communal learning process – sharing, deliberating, making decisions and developing ownership – where learning and possibility for change is heightened. You will continue to remember this experience with fondness and perhaps adapt this approach to your own context. Your collective output in this session will be a good reference for any teacher who desires to increase learning and yet feels “caged” by a particular training method.

One 3-hour session on Saturday, Oct 26, 2 - 5:30 pm, Galena Room Level 4

Joseph “Boyet” Ongkiko has over 25 years of training experience with youth organizations, faith-based groups, government and non government

organizations, and various business entities in the Philippines and Southeast Asia. His journey with Dialogue Education started in 2001 through Learning to Listen Learning to Teach (LTLLTT) with Peter Noteboom. He became a Certified Dialogue Education Teacher in 2005 and has taught over 16 LTLLTT throughout the Philippines. He was a participant in the DEI 2006 in Vermont, USA where he also attended two strategic courses – Introduction to Human Systems Dynamics, and Handling SURE Fire Meetings – which has greatly enhanced his Organizational Development practice. Currently, Boyet serves as Director of the Center for Transformational Development (CTD) of the Asian School of Development and Cross-cultural Studies (ASDECS), and National Coordinator of iHELP Tawid Pinoy program – an advocacy and mobilization program for community transformation of the Philippine Council of Evangelical Churches (PCEC).

Envisioning Learning: Visuals and Dialogue Education

Dwayne Hodgson, Partner
Global Learning Partners, Inc.
Ottawa, Ontario, Canada

A picture is worth a thousand words. Compelling visuals in a workshop? Priceless.

We live in a world saturated with images: websites, newspapers, billboards, photos, Instagram, PowerPoint slides, data visualizations, YouTube... and as adult educators applying the principles and practices of Dialogue Education, we have long made ample use of flip charts, graphic organizers and, of course, post-it notes to present and gather ideas. But what other tools are out there? How can we speak to a generation of new adult learners who are increasingly adept with social and digital media, as well as learners who may not have traditional literacy skills? This 3-hour session will explore ways to harness the power of visuals to enhance all stages of the learning process (i.e. LNRA, design, facilitation, and evaluation) and all stages of the 4A learning cycle: anchor, add, apply and away. We'll experience and experiment with a range of tools from the fields of visual literacy, graphic design, data visualization, photography, Social Analysis Systems, and online social media and see how we can envision the principles and practices of Dialogue Education and provide new insights for everyone.

One 3-hour session on Saturday, Oct 26, 9 am - 12:30 pm, Iron Room Level 4

Dwayne Hodgson, (M.A. International Affairs, Hons. B.A. &Sc.), brings over 20 years of experience in designing, facilitating and evaluating online and face-to-face learning and knowledge sharing programs with organizations working for social justice, community development and environmental sustainability. As a Certified Dialogue Education Teacher (CDET) and Partner with Global Learning Partners, he works with clients to create engaging, energizing, effective and enduring learning experiences.

Dwayne has worked with scores of organizations including from Parks Canada, World Renew, the ASPCA the International Development Research Centre, the International Centre for Transitional Justice, the Ottawa Mission, World Vision Canada, the Canadian Teachers' Federation, Canadian Lutheran World Relief Save the Children Canada, The Natural Step, the Canadian Global Campaign for Education, and the Canadian Coalition on Climate Change and Development. He has lived, worked and traveled extensively in Eastern and Southern Africa and looks forward to seeing other parts of the world with his kids and partner, Trish.

An avid amateur photographer, Dwayne has an eye for explaining and exploring concepts with visuals. He is interested in how we can use visuals to support the learning process, not only to present information, but as participatory tool for drawing out, applying and synthesizing our individual and collective learning.

The Getting Ahead™ Program: Finding Money by Spending Less

Jennifer Velasquez and *Yuly Rodriguez*, Financial Advisors
Neighborhood Trust Financial Partners
New York, New York, USA

This session is part of a comprehensive workshop series that guides participants through five steps to Getting Ahead financially. It is an experiential session, meaning that you will experience the actual financial workshop, which has been designed using a Dialogue Education approach. Learn about your finances while simultaneously experiencing and observing how the session was designed and is taught. This session provides information on what a budget is

and how to use it, tips to spend less, and financial products that can help us to budget, save, and achieve our financial goals. The participants will reflect on their experiences in managing money and building savings, analyze their daily and household spending, and prepare themselves for the challenges of changing their financial behavior. Using a case study, participants will analyze an example budget and critique spending choices of a woman named Emma. In addition, participants will create a household budget- a major component in their Financial Action Plan™, and make a commitment to a short-term action item - what we call Take Action Today! Experience Dialogue Education in action.

Friday, Oct 25, 2 - 3:30 pm, Helena Room Level 4

Jennifer Velasquez joined Neighborhood Trust Financial Partners as a Financial Advisor in 2011. Her primary focus is assisting clients in making decisions that help achieve their financial goals. She provides financial advising in partnership with Single Stop USA and the Department of Consumer Affairs' Financial Empowerment Center, as well as teaches the Getting Ahead program™. Before joining NTFP, Jennifer worked with small business owners in NYC to provide them with funding and technical assistance through the microfinance organization, ACCION USA. She received her BA in Political Science and Economics from New York University.

Yuly Rodriguez Yuly V. Rodriguez joined Neighborhood Trust Financial Partners in 2011 as Program Manager for the Getting Ahead Program in Brownsville, Brooklyn. This Program in partnership with New York City Housing Authority (NYCHA) focuses on serving NYCHA residents, by providing financial capability services. Yuly joined NTFPs with financial counseling experience, having served Domestic Violence survivors and low-income populations in New York City, focusing on improving their housing opportunities. Yuly earned her bachelor's degree in Psychology at City College, City University of New York and is currently working towards her Master's degree in Public Administration.

The Good Shepherd as Dialogue Educator: How Jesus Models the Principles of DE

Dan Haase, Instructor and Internship Coordinator
Christian Formation & Ministry
Wheaton College

Jim Wilhoit, Scripture Press Professor of Christian Education
Wheaton College
Wheaton, Illinois, USA

Jesus is often portrayed as a master teacher. Often such assessments look at his skillful rhetoric, his use of vivid images and aphorisms, and his memorable summary statements. While it is true that Jesus is portrayed in the gospels as a remarkable conversationalist, we think he has much to teach us about genuine respectful dialogue education. Regardless of one's faith perspective, Jesus models a learning-centered approach to teaching. Learners will leave the session with an understanding of the principles of Dialogue Education as they are seen in the life and teaching of Jesus. Learners will be invited to practice these principles in their work as they teach for life change and transformational learning.

Friday, Oct 25, 4 - 5:30 pm, Helena Room Level 4

Dan Haase is a Certified Dialogue Education Practitioner. For the past decade he has taught at Wheaton College. He serves as the Internship Coordinator as well as a part-time faculty member in the Christian Formation & Ministry department on campus. His professional interest and research is in the exploration of how one teaches for deep learning and life change. He is on a journey with his students to better understand and experience the use of educationally based spiritual formation. Dialogue Education has become the guiding approach to how he teaches.

James Wilhoit has been teaching at Wheaton College since 1981 in the Christian Formation and Ministry Department. His teaching focuses on teaching the Bible and Christian spirituality. He became familiar with Dialogue Education through the Wabash Center and with colleagues in the department is seeking to incorporate DE in his classes and curriculum. He has written a dozen books and currently holds the Scripture Press Chair in Christian Education.

Learning as Organizational Culture

Bert Troughton, Vice President, Community Outreach
American Society for the Prevention of Cruelty to Animals
New Gloucester, Maine, USA

While most agree that people are an organization's most valuable asset, far too often our organizational structures and norms minimize or even squelch the potential that individuals bring to their work. Learning is always taking place at an individual and at a group level in organizations. When organizations work to capture and use that learning, they can truly become greater than the sum of their parts, and the "parts," i.e., the people within those organizations, will thrive. In this workshop, we'll examine the individual and group learning cycles, and determine how Dialogue Education – and specifically the six core principles of respect, relevance, immediacy, safety, engagement and inclusion – can be used strategically to encourage and support a continual process of making meaning at both the individual and group level.

One 3-hour session on Saturday, Oct 26, 9 am - 12:30 pm, Galena Room Level 4

A Certified Dialogue Education (DE) Teacher, **Bert Troughton** has been practicing DE since 2001. She is a Vice President with the American Society for the Prevention of Cruelty to Animals® (ASPCA®), and uses DE extensively to design and facilitate both in-person and online trainings and meetings for animal welfare agencies throughout the U.S. A strong advocate for raising all voices in organizations, Bert has both led and facilitated successful long-range planning for individual organizations and large collaborations. Prior to joining animal welfare in the early 90's, Bert worked for ten years as a clinical social worker with children and families.

Bert has a Masters in Social Work from the University of Connecticut and post-graduate certificates in Psychotherapy, Family Therapy and Nonprofit Management. She is particularly interested in the intersections of DE, Appreciative Inquiry and Learning Organizations.

Solo Flights of Thought: The Power of Introversion in a World of Learning

Valerie Uccellani, Senior Partner, Global Learning Partners, Inc.
New Orleans, Louisiana, USA

Jeanette Romkema, Senior Partner, Global Learning Partners, Inc.
Toronto, Ontario, Canada

In what ways do we encourage – even praise and reward – extraverts?

How often do we miss out on what introverts have to offer by embracing the “extravert ideal”?

How can we create opportunities for us to learn and enjoy the best of each other?

A recent powerhouse book by Susan Cain – *Quiet: The Power of Introverts in a World that Can't Stop Talking* – has got us thinking deeply about these questions. This session will explore a number of provocative insights into the meaning behind “extraversion” and “introversion.” Together, we will watch this inspiring presentation (and spend some time in solo contemplation as well as in active dialogue about it!):

http://www.ted.com/talks/susan_cain_the_power_of_introverts.html.

Throughout the session we will raise awareness of our own preferences and those of others with whom we live and work. We will discover ways to protect our own needs, as learners. We will reflect on the many ways that we, as teachers, may inadvertently encourage extraverts, while missing out on the creativity and contributions of introverts around us. We will “train our eyes” to see how learning designs often contribute to group think, and – in so doing – steal opportunities for learners of all types to expand their horizons through solo flights of thought.

NOTE: This is a 3-Hour session that takes place in two parts. Part One is Friday, Oct 25, 2 - 3:30 pm, James Room Level 4 and Part Two is Saturday, Oct 26, 4 - 5:30 pm, Waterview D Lobby Level

Val Uccellani is the youngest daughter of a New York family in a household where people shared airtime. We talked while we listened.

Val's curiosity about the world started at an early age and, at 19 years old, she began her life's travels. Over thirty years, Val has worked in many parts of the U.S. and in 22 countries across 3 other continents. Her research, design and facilitation experience is vast including work in New York City with challenged youth, in rural Missouri with migrant farmworkers, in West Africa with rural families, in Northeast Brazil with favela communities, in Ethiopia with sex workers in and California with pregnant women and Moms. New people and new places give Val energy. She was an easy-to-spot extravert – until she hit her forties. Over the last years, Val has come to rely on more and more alone time, and on quiet opportunities to reflect. The emergence of her Introvert has tempted Val to explore the fascinating research that drives this IDEI session.

Jeanette Romkema, GLP Senior Partner, is the oldest daughter of Dutch immigrants living in Canada. Growing up most friends loved hanging out at her house with her family, where there was lots of “energy”, laughter and stories to be shared. It was only when she married her strongly introverted husband that she realized her family could be seen as (too!) “loud”.

Growing up, Jeanette loved being with people and leading groups. This naturally led to jobs, an education and a career built around teaching and facilitating. Jeanette has extensive international and cross-cultural experience, having worked and lived in more than 25 countries in Africa, Asia, Europe, the Middle East, and North America. Along the way many lessons have been learned: It was while living in Belgium she learned that what is not said is as important as what is said. It was in China she learned that less is often more. It was when returning to North America after 15 years living elsewhere that she learned how much jockeying for air-space is experienced in this culture. It was while working interculturally that she learned culture can impact ones natural personality tendencies. ... And, it was when she read Cain's book Quiet that she was confronted with the worrisome possibility that maybe Dialogue Education was perpetuating the myth of “the extrovert ideal”.

Transformative Learning through Intercultural Dialogue

Rhonda M. McEwen, Associate Professor
Biola University
La Mirada, California, USA

This interactive session builds on participant experience and discusses factors that help to facilitate effective intercultural dialogue in a learning context. It examines essential adult learning principles and applies these to intercultural learning contexts, with consideration as to how these principles might facilitate transformative learning.

Friday, Oct 25, 11 am - 12:30 pm, Galena Room Level 4 and Friday, Oct 25, 4 - 5:30 pm, Waterview D Lobby Level

Rhonda McEwen is a Certified Dialogue Education Teacher with Global Learning Partners and brings over 25 years of intercultural teaching experience with a background in international development, adult and higher education, and organizational training. Originally from Canada, she has lived and worked abroad in a variety of countries throughout Asia and Africa, and has served at the community, regional, and global levels with organizations such as Food for the Hungry (FHI), World Concern, and the Chalmers Center for Economic Development. Rhonda currently teaches in the graduate programs in Intercultural Studies and Intercultural Education at Biola University in La Mirada, CA, and serves as an occasional consultant and trainer with both local and international organizations. She is deeply committed to grounding her teaching and design in the principles and practices of Dialogue Education.

Transforming a Curriculum from Monologue to Dialogue

Valerie Stetson, Independent Consultant
University Park, Maryland, USA

In many West and Central African countries, knowledge of evidence-based approaches to promote social and behavior change is uneven. District-based communication officers, while very experienced, often use an ineffective information, education and communication approach favoring message-delivery and “t-shirts and jingles.” UNICEF specialists in the West and Central

Africa Regional Office developed an introductory Communication for Development (C4D) training package to address these issues. The training package content on C4D was solid, but included too much information, too many PowerPoints, and too few open questions to valorize learners' experiences. The curriculum relied on lectures and then "a little exercise to see if they got it." Facilitator Valerie Stetson was tasked to shape content into sequenced tasks with open questions to promote dialogue and critical thinking. This session will explore how the training was reworked in a way that challenged, and also respectfully engaged, the UNICEF staff and consultants who developed the original package. In this session, you will share insights on how to work with technical specialists to transform training from monologue to dialogue.

Friday, Oct 25, 11 am - 12:30 pm, Iron Room Level 4 and Saturday, Oct 26, 11 am - 12:30 pm James Room Level 4

In 1979, **Valerie Stetson** began work in adult education with the Peace Corps, organizing and training Senegalese women's groups. After working as a stateside Peace Corps trainer, she joined Save the Children (SCF). Trained by Jane Vella, she spent 10 years managing community development and health, nutrition and HIV/AIDS programs as a Program Manager in Cameroon and Somalia and then Country Director in Burkina Faso and Haiti. After completing a master's degree at Cornell University (international nutrition and adult education), Valerie moved to Kenya, then Ghana and Senegal where she worked for 16 years as a consultant, notably for CRS, UNICEF and ChildFund. Her consulting centers on adult education (training, TOTs, facilitation), project design and social and behavior change. Valerie applies adult education principles and practices to training – and also to management and leadership. She's trained hundreds of NGO and UN managers and technical specialists using a dialogue-based approach.

Transforming a Multi-Cultural Workplace into a Learning Organization

Ana Fremont

Tremblant Living, Inc.

Toronto, Ontario, Canada

This session aims to provide a framework for you to reflect on your experiences as participants in a multicultural work environment, analyze how cultural differences can promote or hinder learning within an organization, identify key strategies to create an environment for open dialogue, develop skills for effective problem-solving, and support workplace learning that ultimately translates into successful organizational outcomes. Using a self-assessment learning tool, (a Myers Briggs type or a learning style inventory questionnaire) you will determine the type of situations and environments where you are more capable of expanding what you know. You will identify and describe the basic elements of a learning organization. Through a cross-cultural simulation activity, the group will be divided into subgroups that will be given different sets of rules to role-play, then have to work-out ways to communicate and solve tasks using their assigned cultural experiences. In the end, you will recommend steps for an organization to develop meaningful learning plans to achieve both organizational and personal goals.

One 3-hour session on Friday, Oct 25, 2 - 5:30 pm, Galena Room Level 4

Ana Fremont has worked in a diversity of government, non-profit, and corporate organizations in Mexico, New York, El Salvador, Chicago, and Toronto. Originally from Mexico City, Ana received her BA in International Relations from Mexico's public university – UNAM- and earned her Master's in Economic Development from Columbia University a few years later. Regardless of the organization, her focus has always been client oriented. She has been responsible for designing, delivering, and managing education programs within multicultural environments. Ana completed her training on Learning to Listen, Learning to Teach in 2007, and since then has integrated the Dialogue Education approach into her daily work with clients and colleagues with diverse cultural backgrounds; and even in her personal life, while raising a bi-cultural/bilingual family. In her most recent positions at higher-management levels, she has been successful at incorporating and adapting adult education techniques that

stimulate learning among multicultural teams and further advance organizations' productivity.

Your Self as an Instrument of Change

Christine Little, Partner
Global Learning Partners, Inc.
San Jose, Costa Rica

Peter Perkins, Senior Partner
Global Learning Partners, Inc.
Calais, Vermont, USA

During this session, you will take a deep, and appreciative look at the most powerful tool you bring to your work as an agent of change: yourself. What are the unique gifts you bring to this work? In what context are your gifts most powerfully used? What is the future you are working to create? To facilitate deep sustainable change – individual, community, organizational – change agents must see themselves as the primary instrument that they use in their work. By deepening their understanding and appreciation of themselves, they are better prepared to lead others along the journey, from compliance to commitment, from problems to possibilities, from “consumers” of services to creators of an alternative future.

One 3-hour session on Saturday, Oct 26, 4 - 5:30 pm, Iron Room Level 4

Christine Little brings 20 years of experience in international organizational development, working with organizations to implement change and develop learning programs. She has worked directly in 22 countries on five continents as a consultant in organizational development, and in her prior work as Director of Learning and Organizational Development -- International with Habitat for Humanity.

She is a firm believer in the power of meaningful dialogue to effect change.

Christine lives in San Jose, Costa Rica. She has a Master of Science degree in Organizational Development from Pepperdine's Graziadio School of Business and a BA in English from Baldwin-Wallace College.

Peter Perkins has been applying Dialogue Education with a wide range of organizations, individuals, and topics since 1985 and became a Certified DE Teacher in 1994 while mentoring with Dr. Jane Vella. Now a Senior DE Partner, teacher and Consultant, he applies the DE principles to his work in coaching, teaching and consulting in organizational development, leadership development, and the design and management of organizational learning.

Peter's work spans individual, group and organizational levels of change, throughout the U.S. and in Austria and Russia. He teams with state and federal government organizations such as Vermont Agency of Human Services and Agency of Education, and the California Dept. of Education; non-profit organizations and associations working in adolescent development, clinical substance abuse treatment and prevention, community based prevention; secondary and higher education; and with small and medium-sized business, state-wide coalitions and community based organizations.