

## Dialogue Education and GLP ~ Event Design Layout

Layout is idiosyncratic to the content, the likely learners, the preferences of the instructors, and organizational preferences on look and brand. See the *Learning to Listen Learning to Teach* course binder you have from us for one example. There is no one layout however that fits all situations and groups.

Here are some thoughts to consider:

### Learners – The Who:

1. Know the literacy level of the learners as this is key to your decisions on use of words vs. images (a balanced mix of both works for most groups)
2. Be transparent about why you have designed this curriculum the way you have.
3. Use actual learner quotes to amplify particular aspects of the content of the curriculum. This engages them with their own or similar words.

### Situation and Change - Why and So That:

Explain in a forward to the curriculum the situation that calls for this learning and articulate the change that is needed in order to meet the demands of the situation. The title of the curriculum ought to be evident in this description.

### Learning Tasks – How:

1. Keep the learning tasks simple and easy to follow.
2. Provide the materials needed to complete the tasks.
3. Crisp and clear guidance for learners to complete the tasks are needed and can be included in any curriculum. This helps learners be successful.
4. Write all tasks as instructions to the learners *not* for the teachers
5. Include the actual content being learned in the curriculum right there with the learning task when possible.
6. Title all learning tasks to give learners a sense of what is to come in the task.
7. Determine which of the 4-A model of task development are relevant and useful to learning the content.

### Learning Objectives – What for

1. Under the title, include the particular objective that the learning task is intended to achieve, when feasible.
2. Be sure learners get an opportunity to recognize all the achievements that are intended in the curriculum.

### Minimal Layout Preferences

Use color when possible, however, do consider a few of these thoughts on use of color:

1. Overuse of color can be distracting and even make things are to read –keep it simple. Remember that color communication a message and needs to be carefully selected. Consider what message you are hoping to convey with choice of color. Does the color enhance or distract? A Message is also conveyed by font

size, font styles, and images. Visual and written languages both communicate and both have a 'grammar'.

2. Include relevant images to highlight an idea in a way that supports the learning and does not distract from the focus and dialogue.
3. Title the event and title each learning task as a way to articulate the purpose and specificity of the curriculum.
4. Include additional content resources within each task for those who wish to go deeper.

**Here is a very basic guide to layout that must be modified based on your audience and the content.**

## **Title Page of the Curriculum**

### **Title each Day or Section**

#### **Number and title sequenced learning tasks**

<b>Task #</b>	<b>Title each Task</b>
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Which of the 4A Model are needed?

Anchor? Often needed

Add? Always needed

Apply? Always needed?

Away Usually needed at culmination of work on complex content

**#A.** Write out clear and doable steps to learning task

Include the necessary content for learners to work with

**#B.**

**#C.**

**#D.**

#### **Closing**

Be sure to design in time for the integrative AWAY tasks for the Day, the section and the whole curriculum