Simplicity!

It is Jane's pleasure to offer TIPS AND TOOLS this month. I want to tie these tips and tools up in a thematic bow: SIMPLICITY.

Simplicity is an essential principle of design. The Two Design Tips this month are:

1. Seven Design Steps - the Nexus of Design
2. A Clean Learning Task - an accountable HOW

Tip # 1. Use the Seven Design Steps every time you prepare a session. Every time, every step.

Name the WHO with great care: Use the information you got from your LNRA.

Keep it simple: NAME, RANK AND SERIAL NUMBER! Marianne Jones, Head of Department for ten years, She called the meeting. Indicate the number of people expected.

Name the WHY: Simply describe the situation that calls for this learning event.

Keep it simple: Dr. Jones has an annual faculty meeting. She wants this annual meeting to focus on faculty use of Dialogue Education™.

Upcoming Events

Learning to Listen,
Learning to Teach
An Introduction to Dialogue Education™

April 13-16, 2010 ~ Stowe, VT
with Peter Perkins
(peterp@globalearning.com)
register now

May 18-20, 2010 ~ Seattle, WA
with Darlene Goetzman
(darlene@globalearning.com)
Early Bird deadline: March 23
register now

June 1-4, 2010 ~ Raleigh, NC
with Karen Ridout
(karen@globalearning.com)
Early Bird deadline: April 6
register now

Sure-FIRE Meetings
May 13-14, 2010 ~ Boston, MA
with Marian Darlington-Hope
(marian@globalearning.com)
Early Bird deadline: April 2
register now

Advanced Learning Design
May 5-7, 2010 ~ Raleigh, NC
with Karen Ridout
(karen@globalearning.com)
Early Bird deadline: March 10
register now

View the complete
2010 Public Course Calendar
Name the WHEN - that is, the time frame available.
Keep it simple:  *Three days, fifteen hours, 900 minutes.*

Name the WHERE - that is, the site of the session: describe it in detail, keep it simple but complete:  *e.g., the faculty lounge, with tables for small groups.*

Name the WHAT and WHAT FOR in one fell swoop: Each content NOUN deserves an Achievement Based Objective that begins with a TOUGH VERB.

Keep it simple. For example,  *History of the Department’s Dialogue Education involvement. Each faculty member will have described his/her experience in studying and using Dialogue Education™.*

Name the HOW - that is, the learning task that implements that Achievement Based Objective, in small groups with all the resources they need.

Keep it simple:  *Learning Task # 1 - USEFUL RESOURCES ON DIALOGUE EDUCATION. In groups of three, examine this list of resources for the study of Dialogue Education™ and tell which you have found useful. Add others as necessary. Post your useful resources on this chart. We'll share your findings at 9:15 a.m.*

**TIP # 2. A Clean, Simple Learning Task**
Remember this simple description:  *A learning task is an open question put to a small group with all the resources they need to respond.*

Frame the learning task simply with direct, clear, unambiguous verbs. Set an end time for the group to report their learning. Design a simple frame for that reporting.

Diversify verbs in the set of learning tasks for a session. Simple is not sameness. Entitle each learning task, not the parts of a learning task. Carefully consider the sequence of tasks: inductive work relating to the life of the learners; input: new content; implementation: do something with
that content; integration: use that content in their life situation.

Keep it simple!

Tools & Resources

💡 Listen to Jane’s podcast, The Seven Steps of Design (with accompanying handout)

🛠 Learning Task Assessment Matrix.


💡 Listen to Jane’s podcast, Learning Designs & Spontaneity
## Learning Task Assessment Matrix

<table>
<thead>
<tr>
<th>Task Title and Description</th>
<th>Engagement Promoting it through partner interaction</th>
<th>Learning Domain Cognitive Thinking Ideas Head</th>
<th>Learning Domain Affective Emotions Feelings Heart</th>
<th>Learning Domain Psychomotor Doing Actions Hands</th>
<th>Learning Styles Visual seeing</th>
<th>Multiple Intelligences Word smart Picture smart Music smart People smart Self smart Body smart Nature smart</th>
<th>Anchor (Inductive Task) Connects learners to what they already know and clarifies where they are—based on their experience</th>
<th>Add (Input Task) Invites examination of new content: concepts, skills and attitudes</th>
<th>Apply (Implementation Task) Promotes doing something with new content to practice and give feedback on what was learned</th>
<th>Away (Integration Task) Integrates new learning into the lives of learners (perhaps after the training)—transfer</th>
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