

DIALOGUE EDUCATION™
Tips & Tools
Revolutionizing Your Learning. Transform Your World.



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.](#)



Vella, Jane. [Taking Learning to Task: Creative Strategies for Teaching Adults](#). Jossey-Bass, 2000.



Listen to Jane's podcast, [Learning Designs & Spontaneity](#)



Learning Task Assessment Matrix

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