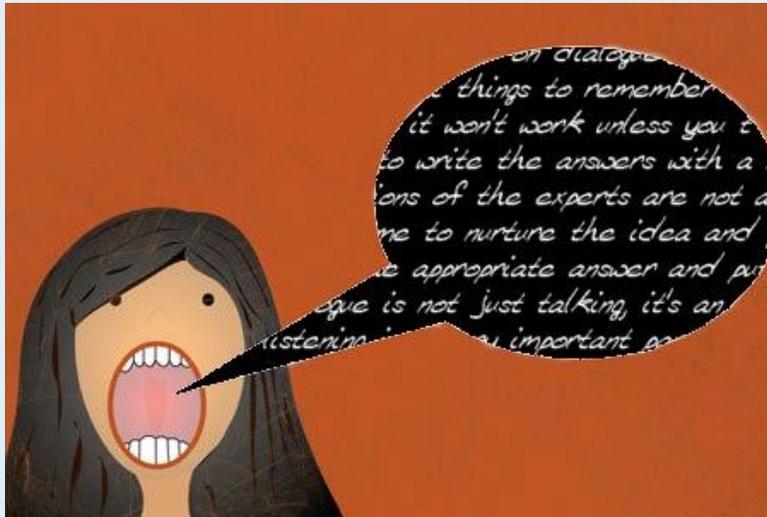


Talking Too Much?



Ever feel like...?

- I am talking too much!
- I am talking all the time!

Then you probably are! But don't feel too badly, every person I know has said this at some point. How about:

1. Use the **Five-seconds** rule: When you ask an open question of the group, be quiet for at least five seconds before speaking again (you will be ok!).
2. Use the **Three Before Me** rule: Let at least three people respond before you add your ideas.
3. Check: Are you **repeating** what has already been said by someone else? Celebrate their addition instead.
4. Create a **handout** with portions of what your lecture might have included.
5. Let people **read silently**.
6. **Time your lectures.** Aim for no more than 3-5 minutes where it is only you talking.
7. Prepare questions ahead of time to **preface** your lecture.

Upcoming Events

Learning to Listen, Learning to Teach

An Introduction to Dialogue Education™

October 19-22, 2010 ~ Montpelier, VT
with Peter Perkins

Hurry! Just a few spots still available!

Early Bird Deadline Extended: 9/15!

(peterp@globalearning.com)

[register now](#)

November 2-5, 2010 ~ Toronto, ON
with Jeanette Romkema

Early Bird deadline: September 30

(jeanette@globalearning.com)

[register now](#)

November 30-December 3, 2010 ~
Raleigh, NC

with Karen Ridout

Early Bird deadline: October 22

(karen@globalearning.com)

[register now](#)

Advanced Learning Design

November 8-10, 2010 ~ Montpelier, VT
with Peter Perkins

(peterp@globalearning.com)

Early Bird deadline: September 30

[register now](#)

Learning Evaluation by Design

December 7-8, 2010 ~ Washington, DC
with Valerie Uccellani

(valerie@globalearning.com)

Early Bird deadline: October 30

[register now](#)

View the complete

[2010 Public Course Calendar](#)

DIALOGUE EDUCATION™

Tips & Tools

Revolutionize Your Learning. Transform Your World.

Stop at the points indicated by your questions to hear responses (some or all). See *Minimize Talking Too Much* on page 3.

8. Prepare questions ahead of time to **follow** your lecture. See *Minimize Talking Too Much* on page 3.
9. Have portions of your lecture **written out** on a chart and have people read to themselves.
10. Ask for a **volunteer reader**.
11. Ask for **several volunteers**, letting each take one point, paragraph or the whole document.

If any of these approaches are outside of what you “normally” do, and/or what the group might expect, set it up at the beginning: *“I get tired of my own voice and imagine you might too, so throughout this session, I will be...”*

In addition to *all* of [Jane Vella’s books](#), you might also consider reading:



[Teaching With Your Mouth Shut](#), Donald L. Finkel, 2000, Boytton/Cook Publishers: Portsmouth, NH



Watch for this same topic on the [GLP blog](#), and add your ideas and thoughts!



For more on limiting lectures, you will want to read next month’s *Tips and Tools* on “Learning Tasks”. If you are using Learning Tasks, it is almost impossible to talk too much... well, maybe!



The tools and resources in this issue of *DE Tips & Tools* were developed and/or compiled by [Darlene Goetzman](#), Certified Dialogue Education™ Teacher and GLP Partner. [Contact her](#) about coaching and consulting services, or to bring Dialogue Education™ directly to your company or organization.



Minimize Talking too Much



*“We want our learners to leave us believing that **they** are brilliant and not that **we** are.”*

*Bryner and Markova, *An Unused Intelligence*.*

Prior to Lecture

These lead-ins would suggest, what someone might listen for, or what someone might pay close attention to, or ask that he/she consider what is different or the same from his/her experience or what is already known about the topic. You can intersperse the questions within the lecture (when appropriate), or use them as the guide for the follow up large group dialogue or pair work.

Here are three examples, what would you change and add in these examples?

- a. As you listen to this lecture, consider what will be most useful for your work later today?
- b. As you listen, note what four items might be most useful to you?
- c. As you listen, which aspects of _____ (*lecture topic*) seem like they might help you be more successful with your clients?

In addition to helping you keep your lecture time in check, you also learn TONS about what people find vital, unclear and more!

Following Lecture

Prepare questions ahead of time to follow your lecture. Here are three different examples.

As you listened:

- a. What did you notice that was new to the way you thought about _____?
- b. Which of these points do you feel is the most difficult to put into practice?
- c. What might you need to be able to best use this information back at work (home)?

Just like the “lead-in” questions, the information learned in the discussion allows you to celebrate and add additional information or skill building as needed.