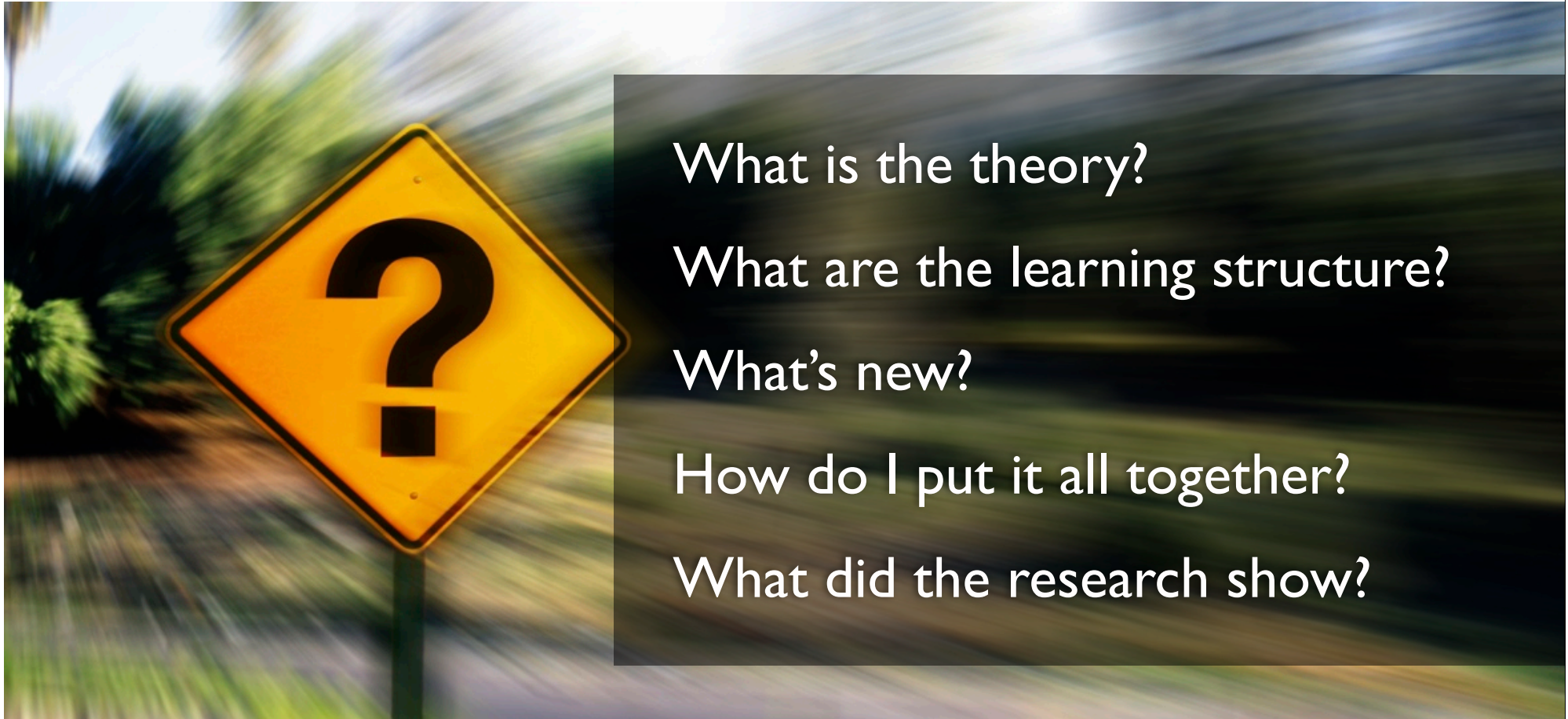


Partnership Learning

Building dialogue into presentations

Jim Knight
Kansas Coaching Project



What is the theory?

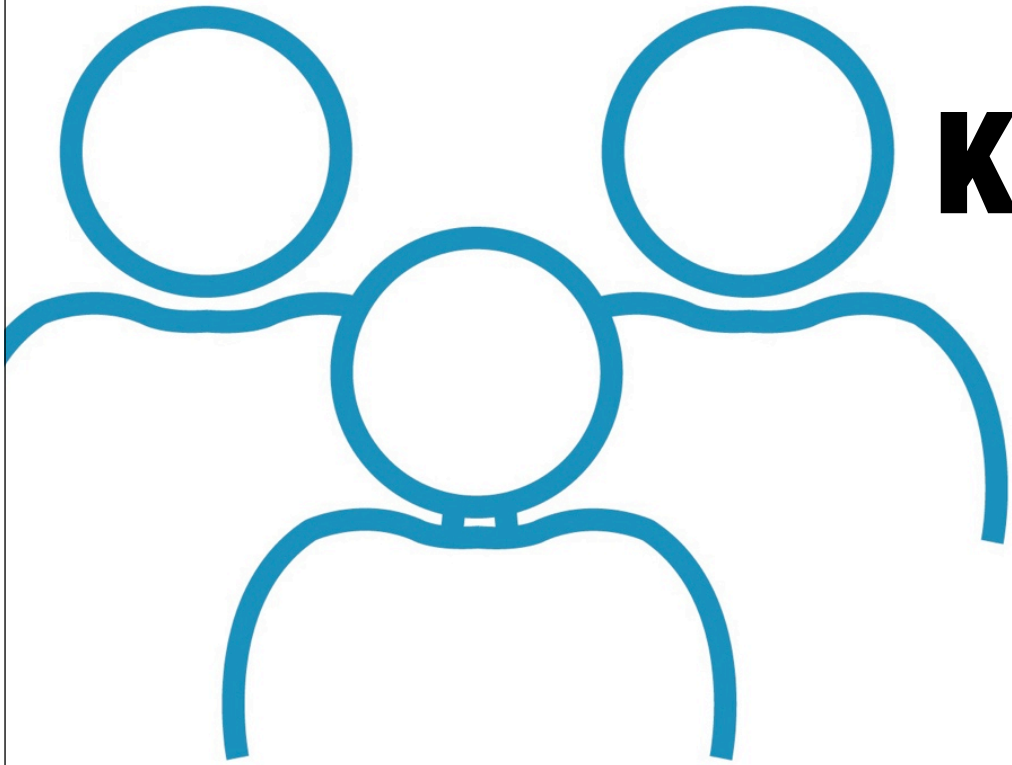
What are the learning structure?

What's new?

How do I put it all together?

What did the research show?

Our questions for today.



Kansas Coaching Project

Our Goal

Unmistakable

Impact

**PROVEN TEACHING
PRACTICES**

X

**EFFECTIVE
PROFESSIONAL
LEARNING**

X

**SUFFICIENT
SUPPORT**

Professional Learning

Partnership Learning

Instructional Coaching

Intensive Learning Teams

Partnership Principles



Equality

We the People
insure domestic Tranquility, provide for the common defence
and our Posterity, do ordain and establish this Constitution

Article I

Section 1. All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

Section 2. The House of Representatives shall be composed of Members chosen every second Year by the People of the several States, and in each State shall have Qualifications requisite for Electors of the most numerous Branch of the State Legislature.

No Person shall be a Representative who shall not have attained to the Age of twenty five Years, and seven Years a Citizen of the United States, when elected, be an Inhabitant of that State in which he shall be chosen.

The Number of Representatives shall be apportioned among the several States which may be included within this Union, according to their respective Numbers, which shall be determined by the following Mode, to-wit: That after the first Meeting of the Congress, the Number of Representatives shall not exceed one for every thirty thousand Persons; but that no State shall have less Representatives than the Number of free Persons, including those bound to Service for a Term of Years, and each Person shall count as three fifths of a Person, excluding Indians not taxed. The Electors in each State shall have the Qualification requisite for Electors in that State.

The Number of Representatives shall be increased or diminished by Law direct. The Number of Representatives shall not exceed one for every thirty thousand Persons; but that no State shall have less Representatives than the Number of free Persons, including those bound to Service for a Term of Years, and each Person shall count as three fifths of a Person, excluding Indians not taxed. The Electors in each State shall have the Qualification requisite for Electors in that State.

Choice



EXIT NOW

Voice



Dialogue



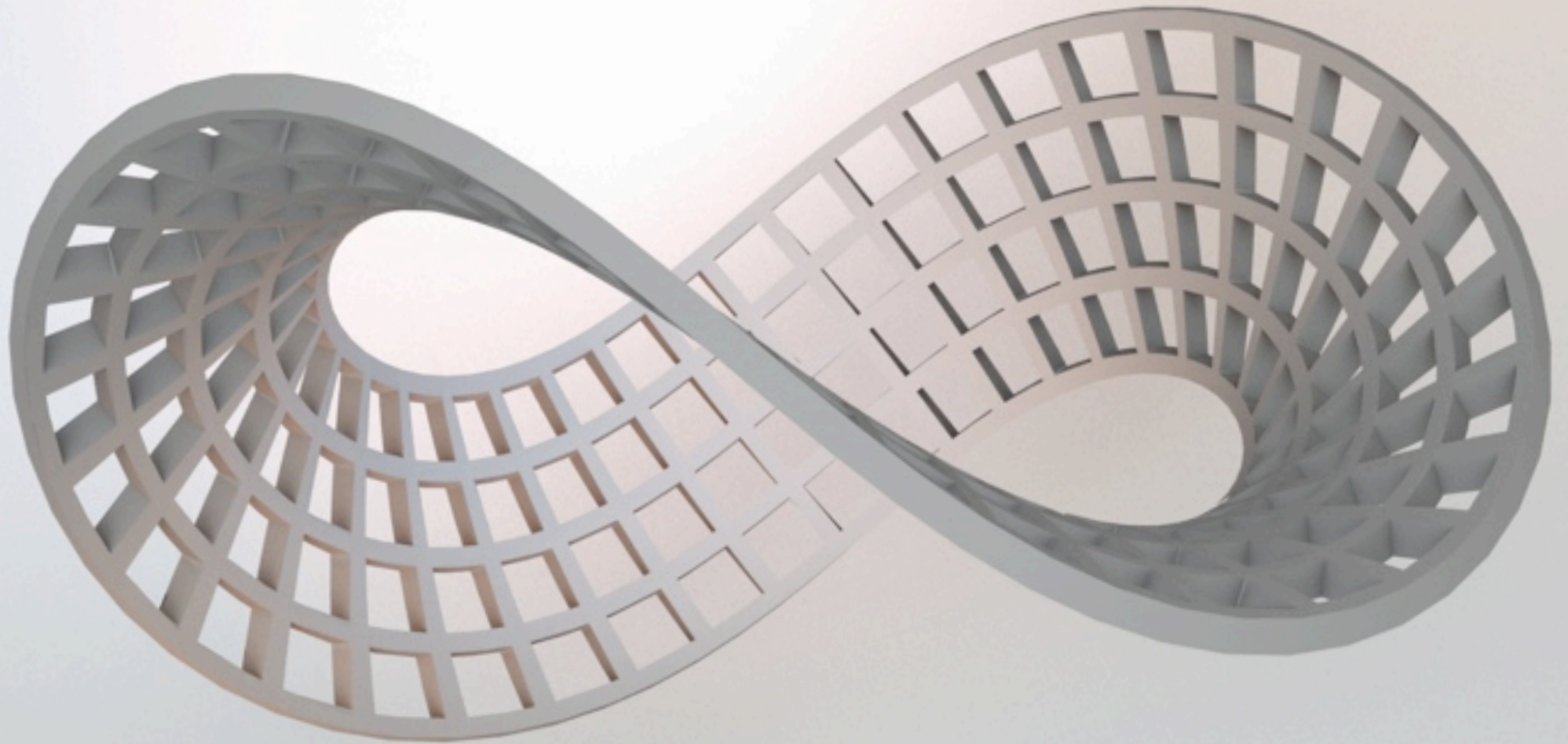
Reflection





Praxis

Reciprocity



Typers

Five minutes into your presentation, a table of participants pull out their computers and start typing on their computers. At first, you assume, or hope, they are taking notes, but when you glance over to the table, you realize that they are actually writing email or doing other tasks online. A few minutes later, you notice that one participant has her credit card out and appears to be making an online purchase. As the workshop progresses, the group gets more off task. What should you do, if anything, to get the group on task.

Britney

Your participants are sitting in groups, and you've given them a collaborative learning task. When you check in with their table, it is clear that they are discussing Britney Spear's future, and they are not interested in the task. They might do what you want to please you, but the activity isn't something they're actually interested in—Britney is much more interesting.

Mr. Nasty

A participant during your workshop attacks what you have to say. The participant seems rude, to you, and really dismisses what you have to say. When you ask for questions or comments, the participant is quick to comment, and always in a negative way.



Research?

Design

Table 1

Counterbalanced Design

Group	First Session	Second Session
Group A	Visual Imagery	Self Questioning
Training Model	Partnership Learning	Traditional Training
Group B	Visual Imagery	Self Questioning
Training Model	Traditional Training	Partnership Learning

Research Questions

Knowledge

Implementation

Engagement

Enjoyment

Measures

Knowledge Test

Implementation Question

Engagement Form

Workshop Evaluation

Workshop Evaluation: Comprehension

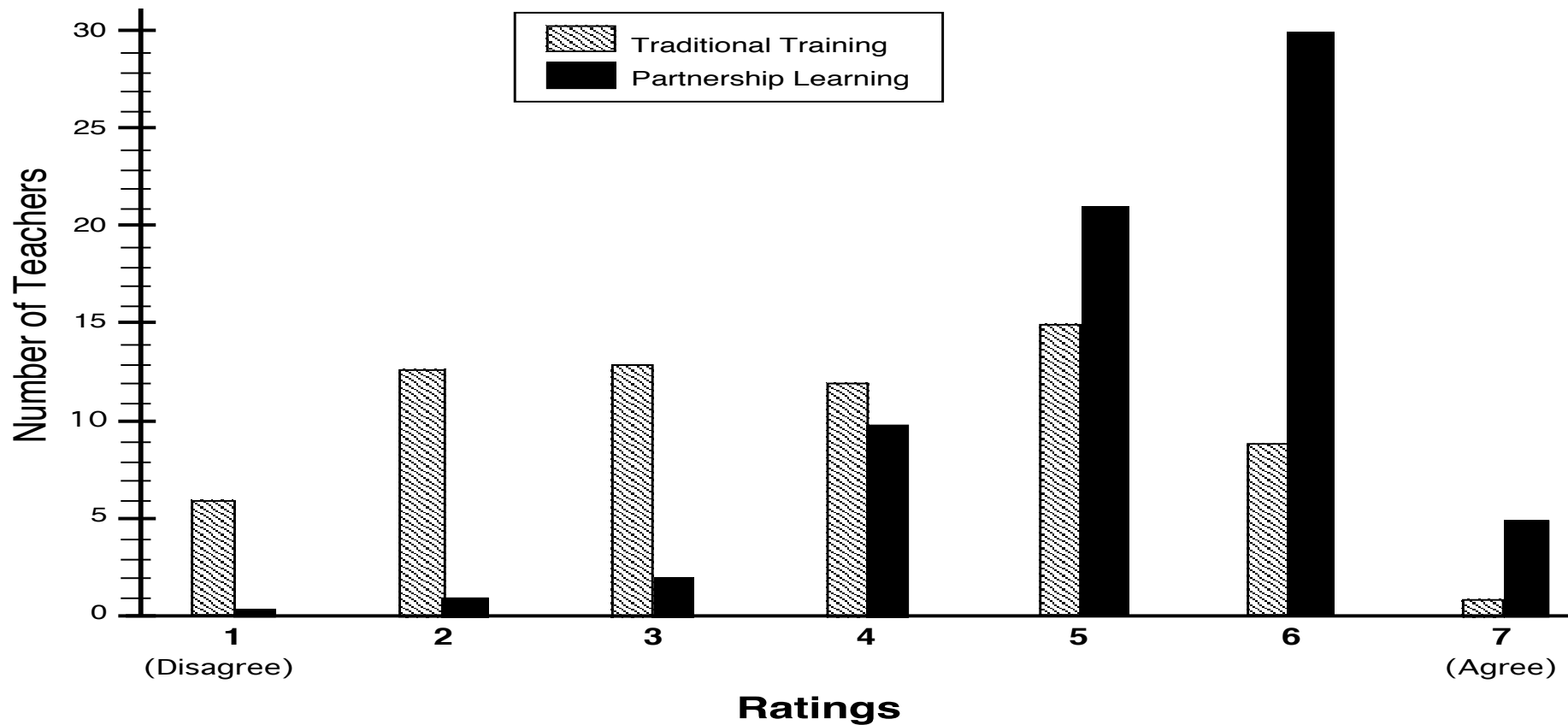


Figure 1 : Teacher's combined median ratings for comprehension.

Workshop Evaluation:

Engagement

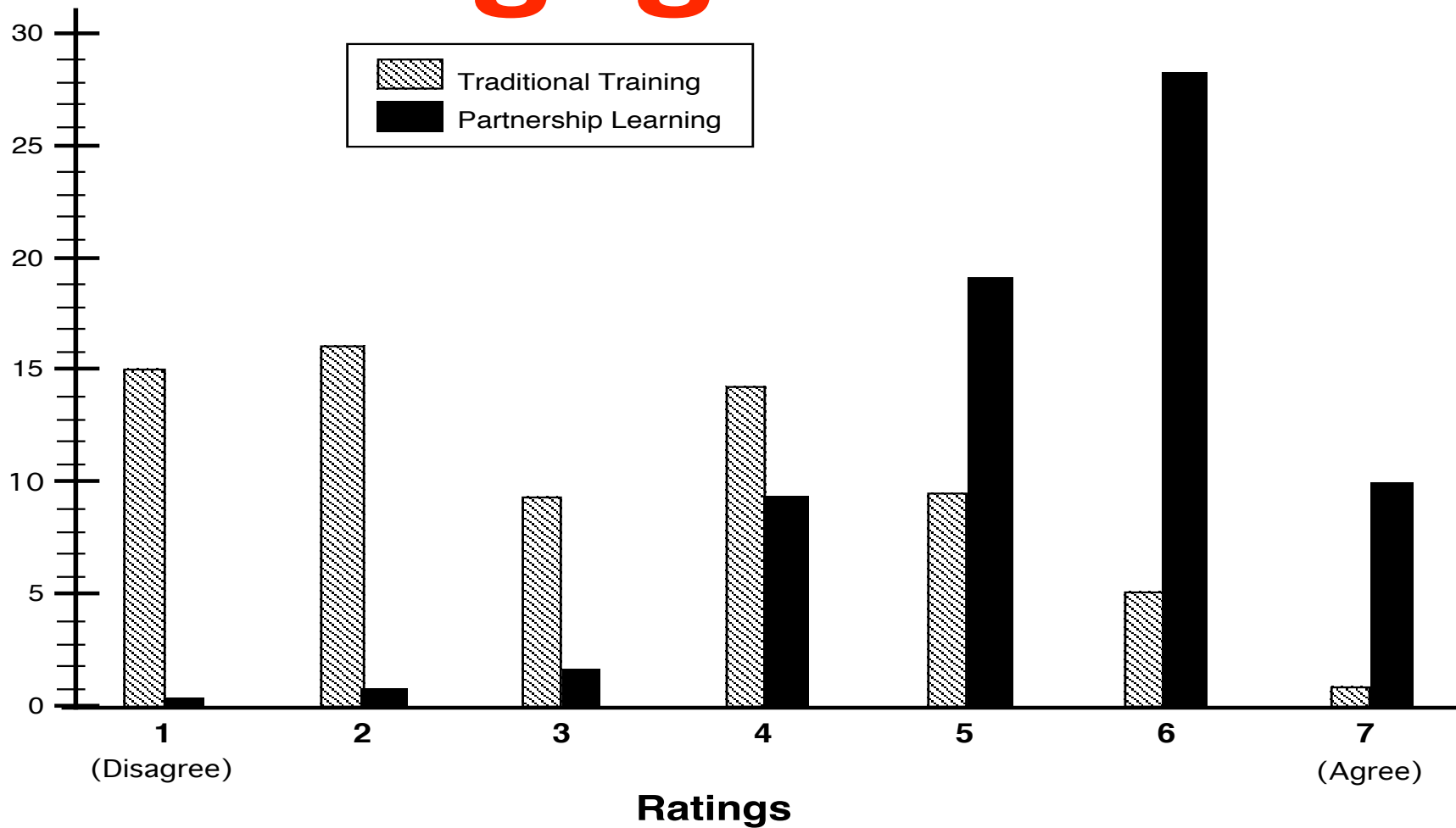


Figure 2 : Teacher's combined median ratings for engagement

Workshop Evaluation:

Enjoyment

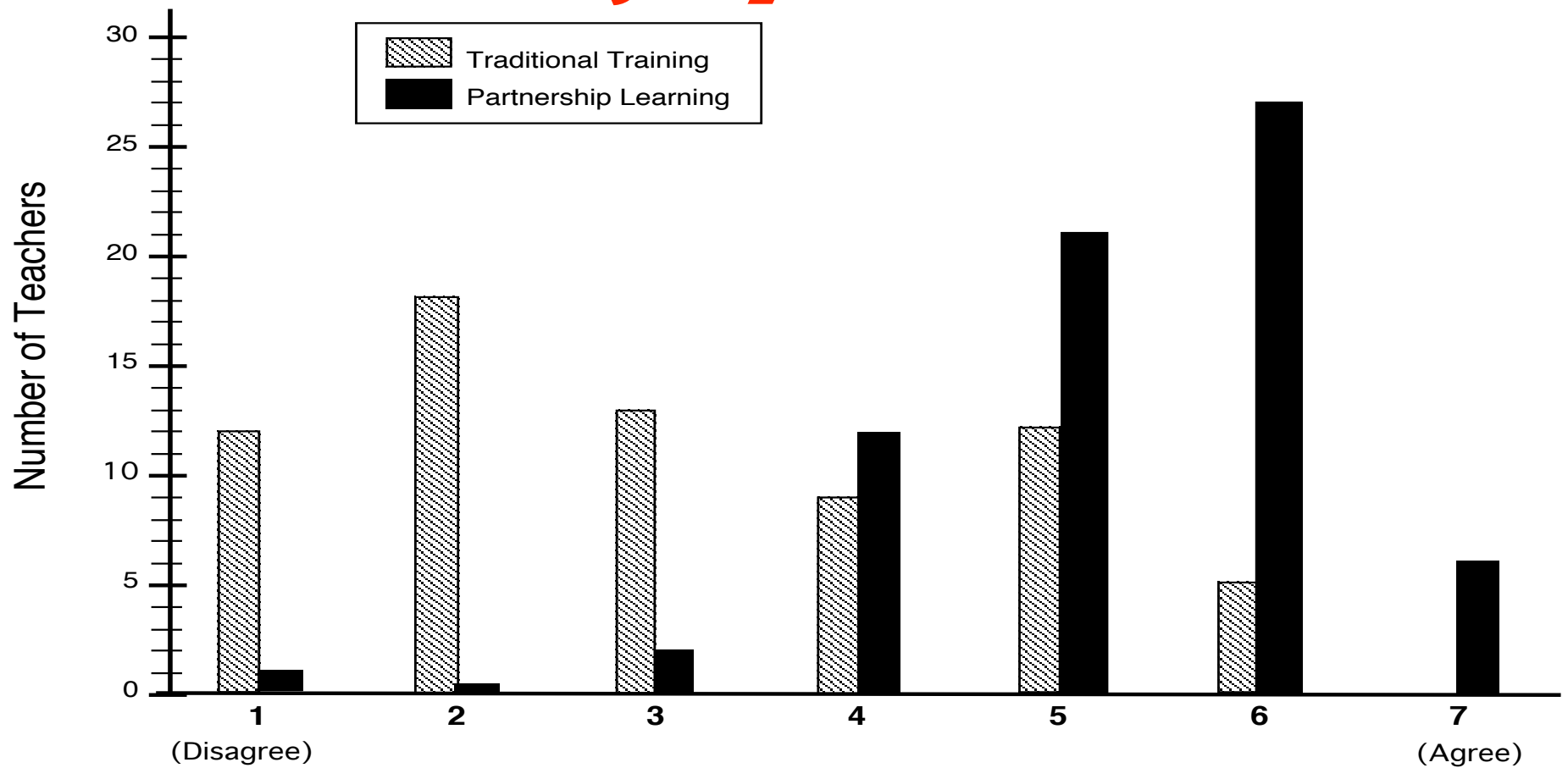


Figure 4 : Teachers' combined median ratings for enjoyment

Engagement Form

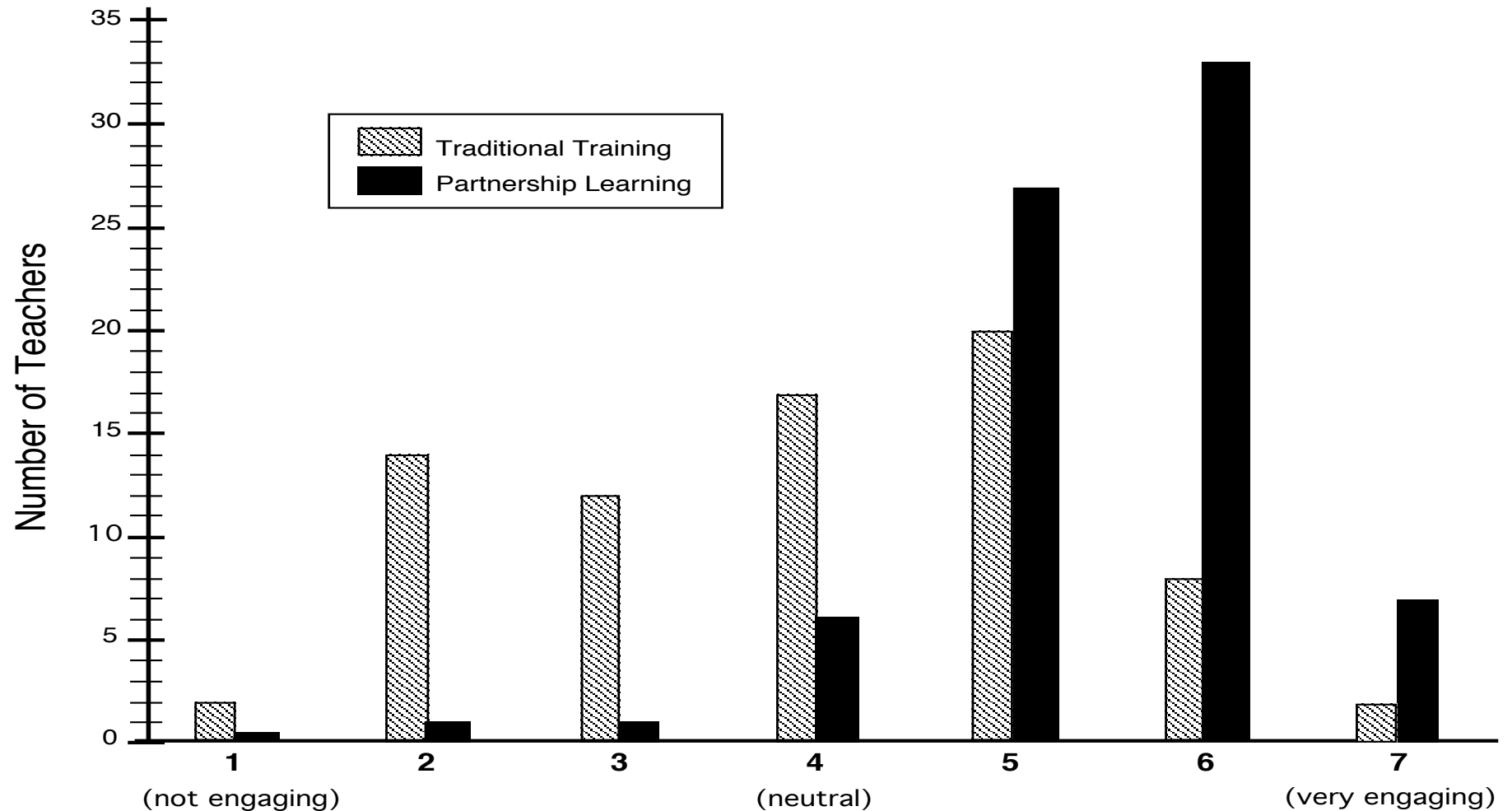


Figure 5 : Engagement Form/Median Scores

Implementation

Question**

Partnership Learning: 59

Traditional Training: 14

**Now that you have learned about two strategies, which of the two do you believe you are most likely to teach?

Please watch
these clips...

Delivery

- Non-translatable language
- TPOV
- Passion
- Use a remote
- Remember, PowerPoint isn't presenting
- Stay away from the podium
- Use sound bites
- Always be authentic



Learning Structures

Thinking Devices





Thinking Devices

Is the thinking device

New (it is not one the audience has seen
other's use)

Humanizing (it will foster a positive learning
climate during your session)

Complex

Provocative

Creating a learning-friendly environment

- Recognize that emotions are infectious
- Use learning structures that foster positive emotions (thinking devices, experiential learning)
- Ask participants to thank each other
- Build emotional connections with participants
- Consider doing interviews
- Create an alternate reality

Question Recipes



Question Recipes

Are my question recipes

Open-ended

Truly non-judgmental

Thought-producing

Capable of producing more than one response

Delivery

- Non-translatable language
- TPOV
- Passion
- Use a remote
- Remember, PowerPoint isn't presenting
- Stay away from the podium
- Use sound bites
- Always be authentic

Creating a learning-friendly environment

- Recognize that emotions are infectious
- Use learning structures that foster positive emotions (thinking devices, experiential learning)
- Ask participants to thank each other
- Build emotional connections with participants
- Consider doing interviews
- Create an alternate reality

Connecting with participants

- Use authentic listening
- Use break time to resolve potential disconnections
- Make authentic emotional bids
- Honor and encourage different perspectives
- Re-frame confusing or potentially hostile comments
- Always be authentic



Cooperative Learning

Cooperative Learning

Is my cooperative learning structure

Easy to understand

Respectful of individuals' choices

Relevant to participants' real concerns

Allotted sufficient time & resources

Keep energy high

- Recognize the importance of choice, praxis
- Read non-verbals
- Mix-up activities
- Try to arrange for the perfect setting
- Reduce anxiety
- Use humor
- Provide stimulants

A close-up photograph of a young woman with light skin and blue eyes. She is looking slightly to the right of the frame with a thoughtful expression. Her right hand is raised to her chin, with her fingers resting against her lips. The background is softly blurred, showing what appears to be a white wall or ceiling.

Reflection Learning

Reflection Learning

Is my reflection learning structure

Easy to understand

Respectful of individuals' choices

Relevant to participants' real concerns

Do my participants

Know what to expect during the session

Have the materials they'll need to
complete the activity

Let them do the thinking

- If participants aren't engaged, consider changing the activity
- Let go of the notion of controlling the group
- Try self-managed accountability
- Use learning structures that are complex and provocative
- Share the “law of two feet”
- Make it safe for people to respond

Experiential Learning



Experiential Learning

Is my experiential learning structure

Easy to understand

Respectful of individuals' choices

Relevant to the topic we are discussing

Allotted sufficient time & resources

Flexible enough to allow for individual responses

“Ungoofy”--a technical term

Dialogue architecture

- Be explicit about guidelines for activities
- Use timers, red flag, video clips, attention signal, checks for understanding, music
- Use hosts, spokespersons for activities
- Take the temperature
- Move people around
- Provide experiences that persuade
- Increase structure as necessary

Stories





How Should I Create a Story?

Create a personal timeline

Draw a horizontal line across a page to represent the chronology of your life

Label dates across the line

Identify points where interesting events occurred (note them below the line)

Identify points where interesting people entered your life (note them above the line)

How Should I Create a Story?

Pick out an event or person

Note down the main elements of a story attached to the event or person

Brainstorm ideas by jotting them down or develop a mind map

Sticky Ideas

(Heath & Heath, 2007)

Simplicity “proverbs are the ideal”

Unexpectedness “violate people’s expectations”

Concreteness “bird in the hand worth two in the bush”

Credibility “test out ideas for themselves”

Emotion “we are wired to feel”

Surprise “a kind of mental flight simulator”

Stories

Is my story

Connected to my topic

Engaging

Concise

Respectful of my audience

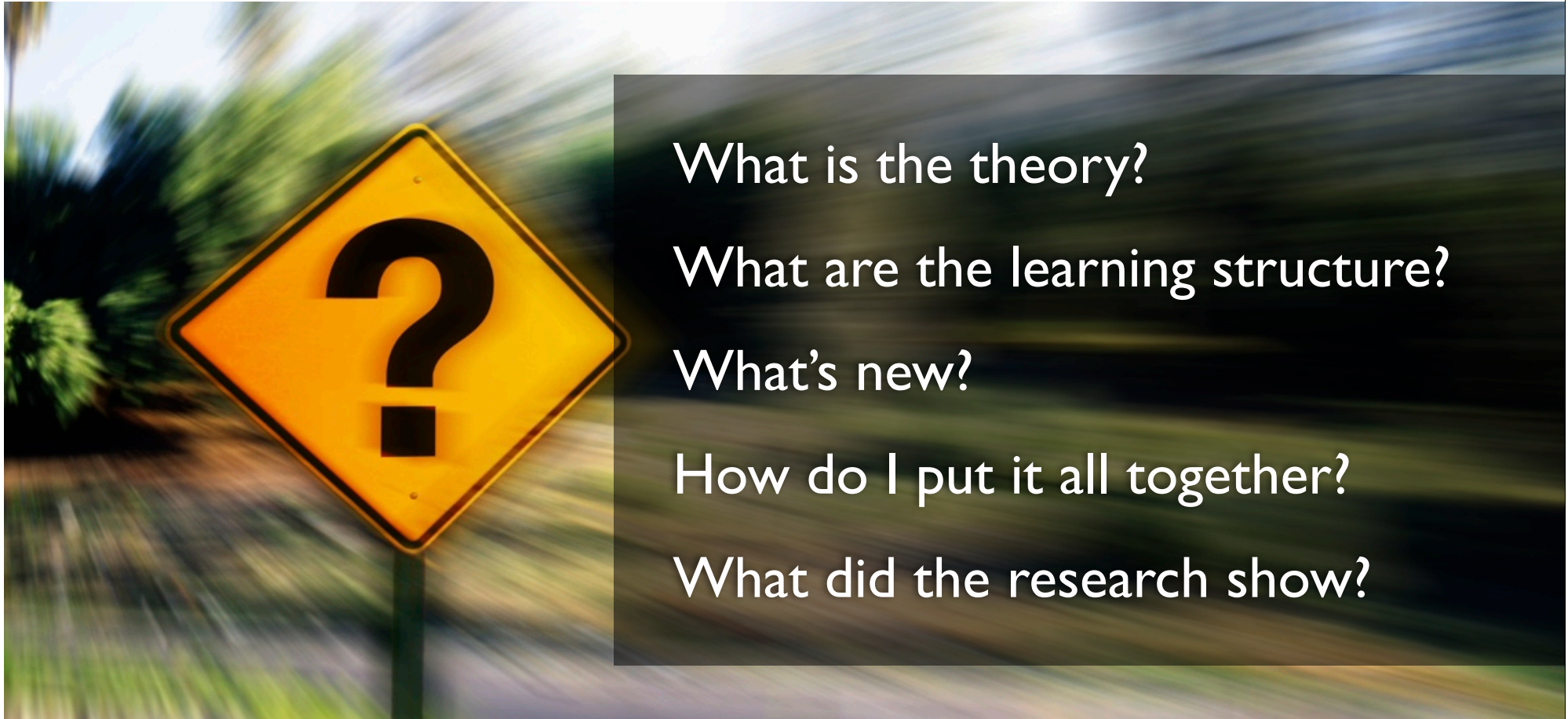
About someone other than me (if it is a success story)

True

Believable

Other suggestions

- Consider Presentation Zen methodology
- Think about right brain and left brain concerns
- Use provisional communication so the audience has room to think



What is the theory?

What are the learning structure?

What's new?

How do I put it all together?

What did the research show?

Our questions for today.