

BASICS OF DIALOGUE EDUCATION

What are the basics of dialogue education? Obviously, we are constantly refining this set of skills, knowledge and behaviors manifesting attitudes, as the research agenda continues. Global Learning Partners, Inc. offers an introductory course entitled **LEARNING TO LISTEN LEARNING TO TEACH** in which basic principles and practices of dialogue education are learned and practiced.

If we did not have 35 hours, and one asked: How is this way of teaching different from every other way? What would we say?

From my perspective, I would offer these four axioms:

1. Well-designed learning tasks keep us from “teaching.”
2. Idiosyncracies of individuals must be respected; equally high standards must be demanded of all.
3. Do your homework to name the situation (WHY), discover what you can about the learners (WHO); identify specific content (WHAT), name the achievement-based objectives (WHAT FOR) and learning tasks (HOW) that can be done by the learners in the time afforded (WHEN) and the space provided (WHERE).
4. All of the principles of dialogue education are always in play, whether named or not.

Carl Jung had a phrase he wrote over the door of his home: *Named or not named, God is present.*

When the principles of dialogue education are named and used consciously, they are working for the learners. When the principles are not named, ignored or scoffed at, they are working – to enhance teaching and limit learning. Brilliant teaching can ignore respect, design, engagement, immediacy, sequence, relevance, accountability, kinesthetic and cognitive and affective functions, variation in learning styles. Good learning tasks cannot.

Dialogue education is an ongoing research agenda. What would you add to these “basics?”