Dialogue Learning
Engaging Learners, Changing Lives

- Settings
- Healthy Behavior Change
- Components of Dialogue Learning
- Putting Theory Into Practice

Apply Dialogue Learning strategies in a variety of settings:
- Clinical practice
  - Hospital
  - Outpatient Clinic
  - Food Service Staff Training
  - Nutrition Counseling
- Community Settings
  - Health Department
  - Community Action Agency
  - Parent Group
  - Office on Aging
  - WIC Clinic
  - Nursing Home

Adult Education Methodologies

- Focus on Behavior Change
- Learn by Doing
- Make Connections
- Encourage Interaction
- Meet Participants Where They Are
  - Stage of change
  - What is motivating

Behavior Change

- Motivation
- Access
- Resources
- Time
- Support
- Fear
- Awareness
- Skills
Key Philosophy

The most central point of learner-centered education is that the learner is a decision-maker. They choose if they learn and if they will change their behavior. We cannot decide for them. The learning is in the doing and the deciding.

Keys to Success

- Observe each participant’s “stage of change”
- Find out what “motivates” your participants
- Provide the most essential information
- Ask yourself what information/skills are necessary to foster behavior change
- Encourage information exchange

Dialogue Learning is a conversation which engages learners to take an active role in the learning process.

- Discussion
- Exchange of ideas
- Hands-on activities
- Reflection and application of new information
- Behavior change

Motivational Interviewing

A one-on-one conversational approach designed to help people identify their readiness, willingness, and ability to change and to make use of their own change-talk. Take action, set goals.

Lesson Environment

Setting the stage for learning

Planning and Preparation
- Begin and end on time
- Greet learners as they arrive
- Use bright colors and visual resource materials to make the environment interesting and inviting
- Provide name tags for learners
- When possible arrange chairs in a circle
- Provide pens and paper for note taking

Body Language
- Use eye contact
- Remember to smile
- Be aware of your posture, gestures, and proximity to learners
- Make the lesson accessible to all learners
- When possible, meet learners on the same physical level
4 A’s of Dialogue Learning

Anchor – Warm-up activity which relates to the topic to be discussed in class.
Add – The information you want to share with participants.
Apply – Participants are actively engaged in application of the lesson contents.
Away – Participants reflect on what they have learned and consider ways to use the information presented, set goals, and consider behavior change.

Anchor Warm-Up Activity
- Utilize the anchor/warm-up activity which corresponds to the lesson you are teaching, and employs working with a partner.
- Time this activity and let learners know when you will come back together as a group to share.
- Working in pairs allows each participant to share experiences and be heard. Everyone does not need to share ideas in the whole group setting.
- Ask for a sampling of a few responses when the whole group comes back together.
- The anchor activity enables each learner to make personal meaning out of the lesson topic right from the start. This sets the stage for meaningful learning.

Add
- Deliver lesson materials in the ways in which learners can apply this information in the “apply” portion of the lesson, ideally into their daily life.
- Information presented should be accessible to all learners. Provide written and oral instructions, pictures, and tangible learning resources.
- Keep core lesson concepts and handout materials to a minimum. Try to avoid information overload.
- Too much information presented all at once is ineffective and causes confusion. Keep it simple!

Apply – Push and Pull
- Consider the amount of time you spend on “push” or delivering information, and think about the opportunities for “pull” when learners are engaged and applying this new information.
- Utilize “voice by choice” to elicit responses/questions from learners. Avoid directly calling on any one person.
- Create a safe learning environment for participants to share in the dialogue.
- Provide opportunities for learners to express themselves, to ask questions, and to work with others.
- Always ask “open-ended questions” which are relevant to the lesson topic, but are not too personal for learners.
- Pay close attention to the structure of the lesson as written, specifically designed for DL. Each lesson provides many opportunities for effective DL to take place.
- Remember the 4 A’s: ANCHOR, ADD, APPLY, AWAY.
Away-Closing

- Ask participants “What are your questions?”
- Wait 5 seconds for responses while maintaining eye contact.
- Be an active listener to participant responses.
- Thank learners for their questions and comments using affirmations. If time permits, ask learners to expand upon their question or comment.
- Weave comments and questions together as a method to summarize and review the lesson content.
- Reiterate and reinforce the essential core messages at the conclusion of the lesson.
- Empower learners to set goals, to move the information into their future, to incorporate healthy behaviors into their daily routine.

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Open-ended Questions

- Empowers learners to solve problems and apply the information presented to their own experiences.
- Open-ended questions provide learners an opportunity to contribute their thoughts and ideas.
- This question format reaches beyond yes or no answers.
- Learners are empowered to apply open-ended questions to their own experiences and preferences.
- This question format enables participants to share, without fear of providing a right or wrong answer.
- Open-ended questions foster trust and camaraderie among participants and brings personal meaning to the lesson material.

Let’s Consider Some Examples

Open and closed questions, can you identify each type?

1. Which of these foods contains whole grains?
2. What surprised you about the ingredients listed on this box of cereal?
3. Do you eat meals together as a family?
4. Can you share some ways in which everyone can help to prepare and enjoy family meals together?
5. Is chicken a plant or an animal protein?
6. What are some creative ways to add plant protein to main dishes to stretch your food dollars?
**Affirmations**

Everyone deserves to be heard!

- Provide learners with the acknowledgement that they are vital to the learning process.
- Help to establish an educator/learner rapport.
- Create an engaged group dynamic during lessons.
- Provide personal and diverse perspectives on lesson topics.

Great care must be taken on the part of the educator when responding to learners with an appropriate affirmation.

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**Identify Derailing Questions & Responses**

Listen to the following questions and statements. Can you identify the ones which just might throw the learning and the lesson off track?

1. Are frozen vegetables less healthy than fresh ones?
2. How can I make my EBT benefits go farther?
3. I just lost 10 pounds on the grapefruit diet, do you think it works?
4. I don’t buy low-fat milk, it tastes awful.
5. How much physical activity do kids need each day?
6. My doctor told me to stop eating carbs altogether. Is that a good idea?
7. I am a diabetic, how much fruit can I eat each day?
8. No one in my family likes vegetables. They wouldn’t like this recipe.
9. How can I make sure the bread I buy is made with whole grains?
10. I don’t have time to cook. My family eats fast food for dinner most nights.
Affirmations Continued

How can we effectively respond to learners and why is it so important?
- Engage participants in the learning process
- Weave learner responses into lesson content
- Empower learners to apply information to their own experience
- Avoid giving more praise for one response over another
- Phrases such as “perfectly said” or “exactly right” place more importance on some responses and less on others
- Remember, learners are responding with unique thoughts and ideas on the lesson topic.

Affirmations generally fall into 3 categories:
- Acknowledgment or Reinforcement of Lesson Topic
- Contrary or Negative Point of View
- Misinformation

3 Types of Affirmations

<table>
<thead>
<tr>
<th>Acknowledgement or Reinforcement</th>
<th>Contrary or Negative Point of View</th>
<th>Misinformation</th>
</tr>
</thead>
<tbody>
<tr>
<td>That is so interesting…</td>
<td>That is something I had not thought of before…</td>
<td>I am not sure I understand your thinking. Our emphasis today is…</td>
</tr>
<tr>
<td>Your idea relates to our lesson topic…</td>
<td></td>
<td>I had been thinking about it differently, but I appreciate your input.</td>
</tr>
<tr>
<td>So you are saying…</td>
<td>I appreciate you sharing your idea because…</td>
<td>Let me check my understanding, did I hear you say…</td>
</tr>
<tr>
<td>This idea supports the lesson topic we are talking about today…</td>
<td>I hear what you are saying, can you share how it relates to our topic?</td>
<td>I am not certain we are talking about the same thing. Let’s briefly review the concept again.</td>
</tr>
<tr>
<td>Thank you for your question, it is one best answered by your health care practitioner…</td>
<td>Thank you for questioning this perspective…</td>
<td>That doesn’t fit my experience, but it is most interesting.</td>
</tr>
</tbody>
</table>

Let’s Consider…

In what ways can you use Dialogue Learning in your work?

Share one take away from this training which encourages client/participant behavior change.

What are your questions?

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Thank you for your participation today!

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