the DELTA CENTER
for a thriving safety net

CCI
CENTER FOR CARE INNOVATIONS

Learner-Centered Design Methods

Delta Center Convening

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The Center for Care Innovations has compiled their favorite methods for designing and conducting trainings and events. These methods are fundamental examples of our own human-centered design practice. Some of these techniques may seem familiar as we have employed a few of these in our Delta Center Convenings.

The first six methods leverage the wisdom of those in the room – whether it be at a team meeting, training or large conference – you can harness the ideas and perspectives of all participants to create a deeper experience for all. The last two methods helps you design more meaningful learning sessions by better partnering with your audience and using a clear structure to create sustainable and lasting change.

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1-2-4-All

Engage Everyone Simultaneously in Generating Questions, Ideas, and Suggestions

12 min

WHAT IS MADE POSSIBLE?

You can immediately include everyone regardless of how large the group is. You can generate better ideas and more of them faster than ever before. You can tap the know-how and imagination that is distributed widely in places not known in advance. Open, generative conversation unfolds. Ideas and solutions are sifted in rapid fashion. Most importantly, participants own the ideas, so follow-up and implementation is simplified. No buy-in strategies needed! Simple and elegant!

five structural elements – min specs

1. STRUCTURING INVITATION

Ask a question in response to the presentation of an issue, or about a problem to resolve or a proposal put forward (e.g., What opportunities do YOU see for making progress on this challenge? How would you handle this situation? What ideas or actions do you recommend?)

2. HOW SPACE IS ARRANGED AND MATERIALS NEEDED

- Unlimited number of groups
- Space for participants to work face-to-face in pairs and foursomes
- Chairs and tables optional
- Paper for participants to record observations and insights

3. HOW PARTICIPATION IS DISTRIBUTED

- Everyone in the group is included (often not the facilitator)
- Everyone has an equal opportunity to contribute

4. HOW GROUPS ARE CONFIGURED

Start alone, then in pairs, then foursomes, and finally as a whole group

5. SEQUENCE OF STEPS AND TIME ALLOCATION

- Silent self-reflection by individuals on a shared challenge, framed as a question (e.g., What opportunities do YOU see for making progress on this challenge? How would you handle this situation? What ideas or actions do you recommend?) *1 min*
- Generate ideas in pairs, building on ideas from self-reflection. *2 min*
- Share and develop ideas from your pair in foursomes (notice similarities and differences). *4 min*
- Ask, “What’s one idea that stood out in your conversation?” Each group shares one important idea with all (repeat cycle as needed). *5 min*

WHY?
PURPOSES

Engage every individual in searching for answers

Avoid overhelping and the overcontrol-dependency vicious cycle

Create safe spaces for expression, diminish power differentials

Express “silent” conversations and expand diversity of inputs

Enrich quality of observations and insights before expression

Build naturally toward consensus or shared understanding

Attribution: Liberating Structure developed by Henri Lipmanowicz and Keith McCandless

examples

- Use after a speech or presentation, when it is important to get rich feedback (questions, comments, and ideas), instead of asking the audience, “Any questions?”
- A group of managers used two rounds of 1-2-4-All to redesign their less-than-stimulating weekly meeting.
- For a spontaneous conversation that starts after the topic of a meeting has been announced
- For a group that has been convened to address a problem or an innovation opportunity
- For unlocking a discussion that has become dysfunctional or stuck
- In place of a leader “telling” people what to think and do (often unintentionally)
- For a group that tends to be excessively influenced by its leader

tips and traps

- Firmly facilitate quiet self-reflection before paired conversations
- Ask everyone to jot down their ideas during the silent reflection
- Use bells for announcing transitions
- Stick to precise timing, do another round if needed
- In a large group during “All,” limit the number of shared ideas to three or four
- In a large group, use a facilitator or harvester to record output not shared
- Invite each group to share one insight but not to repeat insights already shared
- Separate and protect generation of ideas from the whole group discussion
- Defer judgment; make ideas visual; go wild!
- When you hit a plateau, jump to another form of expression (e.g., Improv, sketching, stories)
- Maintain the rule of one conversation at a time in the whole group
- Do a second round if you did not go deep enough!

Open Space Technology

Liberate Inherent Action and Leadership in Groups of Any Size

90 min. and up to 3 days

WHAT IS MADE POSSIBLE?

When people must tackle a common complex challenge, you can release their inherenvt creativity and leadership as well as their capacity to self-organize. Open Space makes it possible to include everybody in constructing agendas and addressing issues that are important to them. Having co-created the agenda and free to follow their passion, people will take responsibility very quickly for solving problems and moving into action. Letting go of central control (i.e., the agenda and assignments) and putting it in the hands of all the participants generates commitment, action, innovation, and follow-through. You can use Open Space with groups as large as a couple of thousand people!

WHEN TO USE IT:

- Where conflict is holding back the ability to change
- Where the situation is complex
- Where there is a high degree of diversity
- Where there is an urgent need to make speedy decisions
- Where all stakeholders are needed for good decisions to be made
- Where you have no preconceived notion of what the outcomes should be

five structural elements – min specs

1. STRUCTURING INVITATION

- Invite people to come and address a complex problem
- Invite participants to co-construct the agenda by posting sessions that they will convene on topics they are passionate about
- Invite participants to join any session that they care about

2. HOW SPACE IS ARRANGED AND MATERIALS NEEDED

- Chairs in concentric circles for 10–1,000 people in a large room or open space
- Microphones needed for groups larger than 40
- Large blank agenda posted on easels and flip charts, long tapestry paper, or whiteboard
- Agenda to include slots for enough concurrent sessions to accommodate what is likely to emerge given the challenge and the number of participants. (One rule of thumb is that 3 out of 10 participants will post a session, e.g., there will be 15 sessions posted from 50 participants.)

3. HOW PARTICIPATION IS DISTRIBUTED

- Everyone who cares about the challenge at hand and accepts the organizers' invitation is included
- Everyone has an equal opportunity to contribute
- The "Law of Two Feet" governs the participation of all attendees in the various sessions. It says: "Go and attend whichever session you want, but if you find yourself in a session where you are not learning or contributing, use your two feet!"

4. HOW GROUPS ARE CONFIGURED

- Start together in one large circle (or as many concentric circles as needed)
- Continue with groups of various sizes self-organized around agenda topics

5. SEQUENCE OF STEPS AND TIME ALLOCATION

- Leader and/or facilitator introduces the concept and mechanics of Open Space, including the Law of Two Feet and its Four Principles.
- "Marketplace" opens: participats propose topics plus a time and place for groups to meet.
- Conveners facilitate sessions; groups develop recommendations and action plans. Notes are taken and published or posted.
- Debrief, proceedings distributed, and closing.

WHY? PURPOSES

Generate action and build energy, commitment, and shared leadership

Address intractable problems or conflicts by unleashing self-organization

Make sure that ALL of the issues that are most important to the participants are raised, included in the agenda, and addressed

Make it possible for participants to take responsibility for tackling the issues that they care about and for what does or doesn't happen

four principles apply to how you navigate in open space

WHOEVER COMES IS THE RIGHT PEOPLE

Whoever is attracted to the same conversation are the people who can contribute most to that conversation—because they care. So they are exactly the ones—for the whole group-- who are capable of initiating action.

WHATEVER HAPPENS IS THE ONLY THING THAT COULD'VE

We are all limited by our own pasts and expectations. This principle acknowledges we'll all do our best to focus on NOW-- the present time and place-- and not get bogged down in what could've or should've happened.

WHEN IT STARTS IS THE RIGHT TIME

The creative spirit has its own time, and our task is to make our best contribution and enter the flow of creativity when it starts.

WHEN IT'S OVER, IT'S OVER

Creativity has its own rhythm. So do groups. Just a reminder to pay attention to the flow of creativity -- not the clock. When you think it is over, ask: Is it over? And if it is, go on to the next thing you have passion for. If it's not, make plans for continuing the conversation.

tips and traps

Attribution:
Invented by Harrison Owen (Open Space Technology: A User's Guide). Short form developed to fit in Liberating Structures milieu by Henri Lipmanowicz and Keith McCandless.

- To get started, we recommend reading Open Space Technology: A User's Guide by the founder of Open Space, Harrison Owen. All the elements to try Open Space for the first time are included and described very clearly.
- A compelling challenge and attractive invitation are key requirements.
- Write up the entire proceedings in a single document, completed and distributed/shared immediately during the meeting.
- The facilitator should introduce the Law of Two Feet, Four Principles, and the mechanics of Open Space in a seriously entertaining fashion.
- As the facilitator, notice when you form a judgment (about what is right or wrong) or an idea about how you can help, then "let it go": do one less thing!
- A meeting without the Law of Two Feet—namely, one where the agenda is created by the participants but people are not free to attend the session of their choice—is NOT Open Space!

Wise Crowds (aka Peer Consultation)

Tap the Wisdom of the Whole Group in Rapid Cycles

15 min. per person

WHAT IS MADE POSSIBLE?

Wise Crowds make it possible to instantly engage a small or large group of people in helping one another. You can set up a Wise Crowds consultation with one small group of four or five people or with many small groups simultaneously or, during a larger gathering, with a group as big as one hundred or more people. Individuals, referred to as “clients,” can ask for help and get it in a short time from all the other group members. Each individual consultation taps the expertise and inventiveness of everyone in the group simultaneously. Individuals gain more clarity and increase their capacity for self-correction and self-understanding.

Wise Crowds develop people’s ability to ask for help. They deepen inquiry and consulting skills. Supportive relationships form very quickly. During a Wise Crowds session, the series of individual consultations makes the learning cumulative as each participant benefits not only from being a client but also from being a consultant several times in a row. Wise Crowds consultations make it easy to achieve transparency. Together, a group can outperform the expert!

five structural elements – min specs for small wise crowds

1. STRUCTURING INVITATION

- Ask each participant when his or her turn comes to be the "client" to briefly describe his or her challenge and ask others for help.
- Ask the other participants to act as a group of "consultants" whose task it is to help the "client" clarify his or her challenge and to offer advice or recommendations.

2. HOW SPACE IS ARRANGED AND MATERIALS NEEDED

- Groups of 4 or 5 chairs arranged around small tables or in circles without tables
- Paper for participants to take notes

3. HOW PARTICIPATION IS DISTRIBUTED

- Everyone is included
- Everyone has an equal amount of time to ask for and get help
- Everyone has an equal opportunity to offer help

4. HOW GROUPS ARE CONFIGURED

- Groups of 4 to 5 people
- Mixed groups across functions, levels, and disciplines are ideal
- The person asking for help, the "client," turns his or her back on the consultants after the consultation question has been clarified.

5. SEQUENCE OF STEPS AND TIME ALLOCATION

Each person requesting a consult (the client) gets fifteen minutes broken down as follows:

- The client presents the challenge and request for help. 2 min.
- The consultants ask the client clarifying questions. 3 min.
- The client turns his or her back to the consultants and gets ready to take notes
- The consultants ask questions and offer advice, and recommendations, working as a team, while the client has his or her back turned. 8 min.
- The client provides feedback to the consultants: what was useful and what he or she takes away. 2 min.

WHY? PURPOSES

Generate results that are enduring because each individual and the group produced them together without "outside expertise"

Refine skills in giving, receiving, and asking for help

Tap the intelligence of a whole group without time-consuming up and sideways presentations

Liberate the wisdom and creativity that exists across disciplines and functional silos

Replace boring briefings and updates with an effective and useful alternative

Actively build trust through mutual support and peer connections

Practice listening without defending

tips and traps

- Invite a very diverse crowd to help (not only the experts and leaders)
- Invite participants to critique themselves when they fall into traps (e.g., jumping to action before clarifying the purpose or the problem).
- Remind participants to try to stay focused on the client's direct experience by asking, "What is happening here? How are you experiencing what is happening?"
- Advise the consultants to take risks while maintaining empathy
- Avoid having some participants choosing not to be clients: everybody has at least one challenge!
- If the first round is weak, try a second round
- Invite participants not to shy away from presenting complex challenges without easy answers

Attribution:
Liberating Structure developed by Henri Lipmanowicz and Keith McCandless. Inspired by Quaker Clearness Committees.

4 User Experience Fishbowl

Share Know-How Gained from Experience with a Larger Community

35-70 min

WHAT IS MADE POSSIBLE?

A subset of people with direct field experience can quickly foster understanding, spark creativity, and facilitate adoption of new practices among members of a larger community. Fishbowl sessions have a small inside circle of people surrounded by a larger outside circle of participants. The inside group is formed with people who made concrete progress on a challenge of interest to those in the outside circle.

The fishbowl design makes it easy for people in the inside circle to illuminate what they have done by sharing experiences while in conversation with each other. The informality breaks down the barriers with direct communication between the two groups of people and facilitates questions and answers flowing back and forth. This creates the best conditions for people to learn from each other by discovering answers to their concerns themselves within the context of their working groups. You can stop imposing someone else's practices!

five structural elements – min specs

1. STRUCTURING INVITATION

- Ask those in the fishbowl to describe their experience—the good, the bad, and the ugly—informally, concretely, and openly. Invite them to do it in conversation with each other as if the audience wasn't there and they were sharing stories around a watering hole or stuck in a van on the way to the airport. Firmly, ask them to avoid presenting to the audience.
- Invite the people outside the fishbowl to listen, observe nonverbal exchanges, and formulate questions within their small groups.

2. HOW SPACE IS ARRANGED AND MATERIALS NEEDED

- Three to 7 chairs in a circle in the middle of a room
- Microphones for inner circle if whole group is larger than 30 to 40
- If possible, a low stage or bar stools make it possible for people in the outer circle to better see the interactions
- As many chairs as needed in an outer circle around the inner circle, in clumps of 3 to 4 chairs
- In large groups, have additional microphones ready for outside circle questions

3. HOW PARTICIPATION IS DISTRIBUTED

- Everyone in the inner circle has an equal opportunity to contribute
- Everyone in the outer circle has an equal opportunity to ask questions

4. HOW GROUPS ARE CONFIGURED

- One inner circle group of 3–7 people
- One outer circle in multiple small satellite groups of 3–4 people
- 1-2-4-All configuration for the debrief

5. SEQUENCE OF STEPS AND TIME ALLOCATION

- Explain the fishbowl configuration and steps. 2 min.
- Inner circle conversation goes on until it ends on its own. 10 to 25 min.
- Satellite groups in outer circle formulate observations and questions. 4 min.
- Questions submitted to the inner circle are answered, and back-and-forth interaction between inner and outer circles goes on as needed until all the questions are answered. 10 to 25 min.
- Debrief using W³ (What? So What? Now What?) and ask, "What seems possible now?" 10 to 15 min.

WHY?
PURPOSES

Get down-to-earth field experience and all the questions and answers about new endeavors out on the table for everyone to understand at the same time

Create conditions for new ideas to emerge

Make space for every participant’s imagination and experience to show up

Build skills in listening, storytelling, pattern-finding, questioning, and observing

Celebrate early adopters and innovators who have gained field experience (often failing forward and vetting the prototype

Attribution:
Liberating Structure developed by Henri Lipmanowicz and Keith McCandless and inspired by immersing ourselves in many different kinds of fishbowls over the years.

tips and traps

- For inner circle, pick only people with direct personal experience (without regard to rank)
- Pick people for the fishbowl (inner circle) who are representative of the distinct roles and functions that require coordination for success
- Encourage inner-circle people to share concrete, very descriptive examples rather than opinions
- Advise inner-circle people to imagine being in a car or a bar sharing stories and having a conversation
- Encourage everyone to share both successes and failures, “the good, the bad, the ugly”
- Enforce the “no speeches” and “talk to each other, not to the outer circle” rules!
- Collect ALL the questions from the outside circle before the “fish” restart their conversation
- Based on the overall pattern of questions, give the “fish” a choice of which questions to address
- Have fun and encourage animated storytelling

I like, I wish, I wonder

30-45 min

WHAT IS MADE POSSIBLE?

I Like/I Wish is a simple tool to encourage open feedback where each team member expresses what they like about the way the team is functioning, and what they wish were different. Feedback is best given with I-statements. For example, “I like how we broke our team into pairs to work,” or “I wish we would have met to discuss our plan before the user testing.” Use the worksheet on the next page during periodic check-ins and see if it works for your team. You might like to have these sessions regularly, for example every last meeting of the month. Or you might like to have them on as-needed basis, after your team passes a stage of decision-making in the innovation process, or narrowing options, which often bring up tensions.

instructions

1 SET ASIDE DEDICATED TIME

30-45 min for your team to do this exercise.

2 FILL OUT WORKSHEET

~10 min for each team member to fill out the worksheet. It is helpful to keep statements short and actionable.

3 SHARE OUT "I LIKE"

Go around in a circle and have each team member share things they like about the team (e.g. how well it's working, the dynamics, accomplishments, etc.)

4 SHARE OUT "I WISH"

Go around again and have each team member to share what they wish for the team (e.g. starting on time, more social time to catch up when meetings start, etc.)

5 GIVE INDIVIDUAL FEEDBACK & CAPTURE TRENDS

(First round: I like)

The first person to go shares what s/he likes about her/himself working in this team.

(Second round: I wish)

Next, the first person to go shares what s/he wishes were different about her/himself working with the team. For example: I wish you were more open to different ideas during brainstorming. Continuing in a circle, all others share what they wish were different. There is no need to respond to the feedback given; after each statement, it is OK to move on. If you feel that you need to have closure with a particular person, you can talk to them at length offline. When giving and receiving feedback, remember the intention: to make the team work better. It is your judgment call whether to bring up certain points in a group – or individually with the person concerned. Feel free to take notes on your handout.

(Continuing with the rest of the team) Continue with the remaining team members to give a round of "I like" and a round of "I wish" feedback, starting with the person sharing their "I like" and "I wish" about her/himself in each round. Each team will have a different pace, but keeping feedback given to each person under 10 minutes might help with keeping it concise and productive.

6 REFLECT

Take a moment to feel how this session went for your team. Have a conversation to debrief. You might like to discuss how this process worked or didn't work for your team and how you might adapt it for other sessions. Sometimes, going out for a meal or tea as a team after the feedback session might be a good way to wrap it up. Other times, people might feel that they need alone time to process the feedback they have just received.

team

I like...

I wish...

TEAM MEMBERS

Hello

MY NAME IS

I like...

I wish...

Hello

MY NAME IS

I like...

I wish...

Hello

MY NAME IS

I like...

I wish...

Gallery Walk

45-60 min

WHAT IS MADE POSSIBLE?

A Gallery Walk is a strategy that gets participants out of their chairs and allows them to interact with content, concepts, or hot-button questions displayed throughout the room at their own pace, independent of a presenter. This method can be designed for individuals to process content and share insights or questions visually at each station (e.g., with sticky notes), or for small groups to discuss and go deeper as they consider the content together.

when to use

Use a Gallery Walk at any point in the meeting to engage participants in conversation:

- Before introducing a new topic to determine participants' prior knowledge
- To introduce a new topic or set of concepts.
- After reading a story or article to discuss ideas, themes, and implications
- To generate ideas
- To allow for independent thinking and learning

riffs or variations

- Use Gallery Walk for participants to get feedback on an approach or project. Use I like, I wish, I wonder for participants to give feedback on posters.
- Chalk Talk: Invite participants to comment next to what others have written (they might agree, disagree, or ask a question). Chalk talks are most powerful if done in silence. This is a great way to leverage quieter voices.

what you need

5-8 posters displayed on the perimeter wall of your meeting space. Posters can display new content, photos, provocative questions, or questions that evoke small groups to learn from one another. One idea should be conveyed per poster.

process

1. The facilitator posts the charts/posters around the room, numbering each one.
2. The facilitator divides participants into "touring groups," considering your objectives for the conversation (for example, pair individuals from different organizations to encourage cross-pollination of diverse experiences and ideas).
3. The facilitator assigns one group per poster to begin their tour.
4. Participant groups spend two to five minutes at that poster, taking notes on, and/or discussing the idea presented.
5. The facilitator moves the groups until all groups have "toured" each chart.
6. Participant groups find a seating area to discuss the posters and their notes.
7. The facilitator will allow time for the discussion.

Engaging with Learners to Codesign Sessions

60-120 min

PURPOSES

Participants appreciate sharing their stories and ideas

Help prioritize what problems to address

Help ensure issues you cover are the right issues

Challenge what you “know” and assume to be true

benefits

- Some groups and individuals who do not normally have a ’voice’ may become included in dialogue.
- Stakeholders feel greater responsibility for the agenda, which can increase the motivation and commitment at convening.
- Greater opportunities for discussion and reflection with different stakeholders.
- You learn from participants about links and networks you might not have known about, which will allow you to share information and make connections more effectively.
- Results in greater satisfaction with your training programs.

APPROACH 1

co-designing a multi-session initiative

60 min

10+

INVITATION

During an initial gathering of a group, invite participants to answer 3 questions:

- What do you want to learn from peers?
- What can you teach?
- What do you want to learn from faculty?

Ask participants to work individually or as a team to best answer these questions.

MATERIALS

Posters (1 per question), Stickies, Markers

APPROACH 2

co-designing a convening

60 min

10+

INVITATION

Invite learners to 1-2 planning calls to help you co-design a convening agenda.

tips

- Develop list of specific questions on which you'd like feedback. Send ahead of time.
- Use a virtual platform that allows screen-sharing; encourage video presence from participants.
- Clearly define agenda and what your co-designers' role will be.
- Ask open-ended questions, and make sure you hear from everyone.
- Follow-up and share what you have and have not incorporated, and why.

4 Steps for Learning that Lasts

When you're designing any kind of learning event – a workshop, seminar, class, meeting – one of the most important components of your design is your learning tasks, those elements of the event in which the learners do something with the content they've set out to learn. For learning that lasts, use the 4-A Model, a foolproof tool.

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the 4-A model –
ANCHOR | ADD | APPLY | AWAY

ANCHOR the content within the learner's experience

ADD new information

Invite the learner to **APPLY** the content in a new way or situation

Ask the learner to decide how or what he or she will take **AWAY** and use this learning in the future.

To design your learning tasks, it's helpful to use the model in the order laid out above. It's also helpful to view the 4As as though each 'A' is one of four components in a single learning task; these four parts – ANCHOR, ADD, APPLY and AWAY – complete a single learning cycle.

part 1 ANCHOR

The ANCHOR part of the 4-A Model connects the topic you're teaching to the learner's experience. This component of a learning task ensures relevancy for your particular group of individuals and begins to indicate to them why this information is important to them right now. Through a well-crafted anchor question learners will be telling you and others in what way the content is relevant or connected to their experience.

The newest research on how the brain creates and stores information 1 (creating memories) indicates that relevance, especially an affective (emotional) connection, enhances the likelihood of knowledge retention and of learners being more open to new learning.

part 2 ADD

In the ADD task, the emphasis is on adding new and vital information, and on inviting learners to do something with the new material to make it their own. One way to increase attention to important dimensions of the material is to preface a presentation with an instruction, such as:

- As you watch this video clip, decide which features might be challenging and which may be easiest to implement at your site.
- As you listen to the reader, circle what you see in the text box as most important for your work.
- As you watch, decide which feature might be most useful to your clients.
- As you study the diagram, write your questions about . . .

This provides a clear focus for the learners, makes them an active participant in the task, and reminds them of a meaningful reason for participating in this activity. (Notice that meaningful reasons come from what the learners decide in each of the above examples.)

part 3 APPLY

Depending upon the content, the amount of time you have, and the level of proficiency the learners and you are aiming for, a variety of ways in which the learner works with the content are necessary for learning that sticks.

In the APPLY part of the 4-A Model you will create an additional meaningful opportunity for the learner to decide and do something with the content in order to cement his or her learning. Here are three APPLY examples:

- Create a visual graphic of your responses to the questions; we'll hear and consider these ideas.
- At your table, share what you circled as important; together create a three-column poster, naming the important items, why you see each as important, and one way you could integrate this content into your daily schedule.
- With your co-teacher, design a thirty-minute session that incorporates and reflects all you have learned about this topic while your taught it.

part 4 AWAY

Research indicates that when learners make verbal and written commitments to new behaviors or practices, the likelihood that they will follow through on these commitments increases. What will help learners make their own unique decision to do something different or new later? An ideal AWAY provides learners with an opportunity to:

- Select a new behavior or practice;
- Commit to it; and
- Create a reminder that will hold them accountable to their commitment.

In other words, an AWAY task sets learners up to be more successful at practicing their learning when they're back at home or at work. In reality, not every learning task has or even needs an AWAY, but every great design for a learning event has at least one! It is good practice for you to get into the habit of including an AWAY so that you are always considering what it is you hope the learner will do differently because of engaging with the content through the learning task you created.

This is just an overview of the 4As. If you'd like to get into more depth, here are a couple of options:

- Purchase a copy of Dialogue Education Step by Step: A Guide for Designing Exceptional Learning Events and read Chapter 11.
- Sign up for Dialogue Education Step by Step: An Introduction (or Refresher) in Learning Design. (No travel involved; work on your own from home and with other participants by phone in teleconferences.)

Eight Steps of Design Template

This electronic template is designed to be used with the 8 Steps of Design Cards© or templates, which include additional questions for designers.

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SESSION TITLE:

WHO? The People

Descr ibe: A deep understanding of the participants, those who will facilitate the learning event and those requesting and/or funding the event

What do we know?	What do we still need to know?

WHY? The Situation

Describe: The reason and rationale; the situation that calls for this event (big and small picture)

What do we know?	What do we still need to know?

SO THAT? The Anticipated Change

Describe: What will change as a result of this learning event?

What do we know?	What do we still need to know?

WHEN? The Time and Timing

Describe: Date and time of day; total amount of time of the event; refreshments and breaks; any other time-relevant information

What do we know?	What do we still need to know?

WHERE? The Place and Space

Describe: Environment that will best serve the learning and purpose of the event; meeting places and space; room set-up and materials; full address and directions

What do we know?	What do we still need to know?

WHAT?
The Content

Describe: Selected content to be learned: skills, knowledge/information, attitudes/perspectives

WHAT FOR?
The Achievement-Based Objectives

Describe: What learners will do with the content to learn it. Use specific, verifiable verbs.

By the end of this learning event participants will have:

HOW?
The Learning Tasks

Write: A guide for the facilitation of learning; all the learning task instructions for the learners

notes

Compiled by
Juliane Tomlin