



# Applying Dialogue Education to Agricultural Teaching:

4 A'S AND 8 STEPS OF DESIGN

## Prior to Teaching: Learning Needs Resource Assessment

1. Think of an excellent adult learning experience you have experienced. Name why it was so positive for you.
2. Analyze your own work. How would you like to improve the effectiveness of the teaching or meeting planning that you do?

# Task 1:

DESIGNING LEARNING TASKS USING 4 A'S.

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- ▶ **Task 1A:** Anchoring in Adult Experiences: Name a positive adult learning experience you have had! Think of a great adult learning experience you have had and how you would like to improve your teaching. With a person sitting close to you share (2 minutes each). We'll hear a small sampling and name a few of the principles of dialogue education that are illustrated in the sampling. (Facilitator's note: Total time 10 minutes).

**Task 1B:** Listen to and Analyze the Angela & Tom & Spider Mite Story also observe the Flash Cards Angela has Designed and observe Angela's flashcards. Name key reasons you think Angela's teaching was so effective for Tom.

## Parable: Angela, Tom & the Spider Mites

A fellow named Tom liked to grow tomatoes in his back yard. This particular year he placed biochar charged with worm compost under each tomato plant. Tom installed the Chapin drip irrigation bucket system and also made bokashi---just like he had learned from ECHO. His hopes were high.

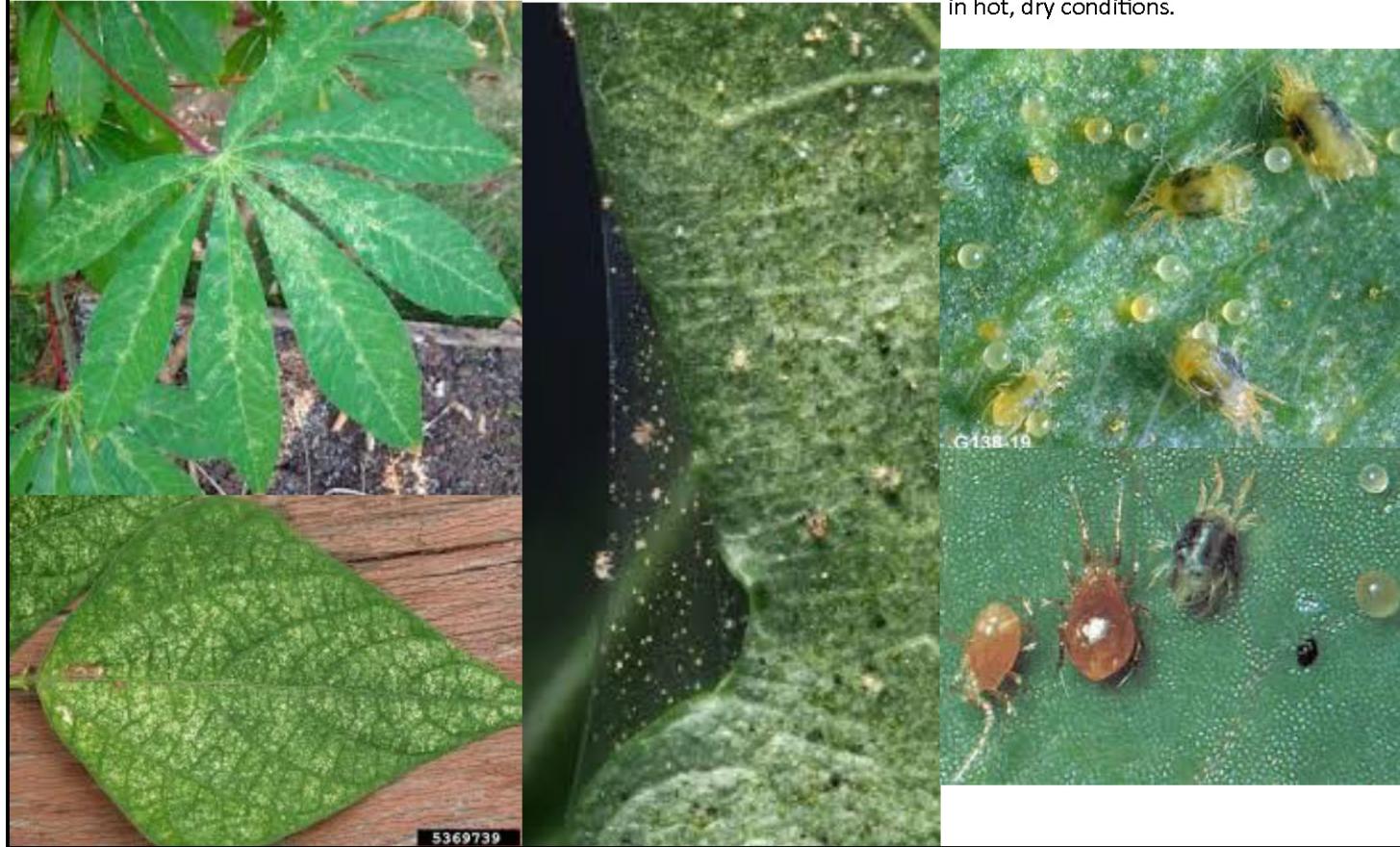
In July, Tom started to notice that the plants were not growing as tall as previous years and looked yellowish. He thought maybe the biochar might have had a negative effect. July was also abnormally dry and he thought that perhaps he had not filled the drip irrigation buckets often enough.

In the second week of August, Angela, a former ECHO staff person and currently World Renew agricultural adviser, had a conversation with Tom about the teaching materials she had been working on for conservation agriculture farmers in Mozambique and Nicaragua. Among the materials she sent to Tom were her "flash cards" for identification of both beneficial insects and insect pests, and her training designs for botanical pest control and integrated pest management.

Tom immediately recognized the relevance of the flash cards to his tomato patch! He saw the chlorotic, yellowish effect in leaves attacked by spider mites. He got out his magnifying glass and, sure enough, found spider mites on the underside of the tomato leaves. He found that Angela's handouts mention that tephosia extract can help control spider mites. On the internet he found out that spraying the underside of the leaves with water can loosen them from the leaves, and that he should not have put last year's old plants in his compost pile! Tom's tomato plants have "greened up" a bit after the washing treatment.

Tom has a pretty clear idea of things he should do differently next year.

**Spider mites** (*Tetranychus spp.*) —they may be tiny but they multiple quickly and can cause serious damage to plants. They thrive in hot, dry conditions.



# Designing Learning Tasks Using 4 A's.

- ▶ **Task 1 C:** Analysis of Learning Tasks: Name the Anchor, Adds, Apply, and Away in the Angela, Tom & Spider Mite Parable.
- ▶ **Task 1D:** The 4 A's For Designing Effective Learning Tasks  
One effective way to sequence learning tasks is to use this four-step model. Read and Underline words or phrases that stand out for you.

# 4 A's

- ▶ **ANCHOR** – a task that has the learner access their own prior knowledge or experience with the topic/content/or similar experience (i.e. “describe your best learning experience”)
- ▶ **ADD** – a task that has the learner hear/see/experience a substantive new content (information, research, theory, skill design (content))
- ▶ **APPLY** – a task that has the learner do something there and then with new the content (practice questions, application, case studies)
- ▶ **AWAY** – a task that connects the new learning back to the life of the learner and it's future use (action plans, commitment, project into the future)

## Task 2:

### THE BIGGER PICTURE

FROM DESIGNING LEARNING TASKS USING 4AS, TO  
DESIGNING AN ENTIRE LEARNING EVENT

# The Bigger Picture: From designing learning tasks using 4 A's, to designing an entire learning event

- ▶ **Task 2A:** Review together the 8 Step Learning Design for this presentation. Notice where the HOW step in the ECHO 2017 Conference Design is located within the 8 Step Design. Observe the slide of the 8 Step Design
- ▶ **Task 2B:** Create together An 8 Step Design For Teaching About Spider Mites. If time does not allow we will do this task in the meet the speaker session.

For Task 2B: Designing Together: 8 Steps of Design: For ECHO 2017 FLORIDA Conference

WHO: Approx 150 agriculturally oriented development workers of varying levels of experience. Some will need translation.  (This affects the pace.)	WHY: To introduce dialogue adult education to enhance teaching effectiveness	So That: Learners will pursue learning dialogue ed, and begin applying in their work.	WHEN: Nov 16: 45 minutes plenary time and 60 minutes additional time for a sub-group of 10 to 25 during "meet the speaker."	WHERE: Conference room at hotel. Has two large screens, chairs are situated for lecture & power point. Meet the speaker session will likely be in a smaller venue with
WHAT  <b>Example#1: Designing Dialogue Education Learning Tasks:</b> <i>4As of learning tasks</i> Anchor, Add, Apply adult+ Learn Styles Add	WHAT FOR  <b>Example #1</b>  <i>By the end of this session they will have</i>  <b><u>Named an anchoring learning experience</u></b> <b><u>Listened to and watched an 4 step example</u></b>	HOW  Anchor Tasks: In LNRA: name a positive adult learning experience and share.	Add Task: Listen and watch: Angela's Spider mite teaching story	Application Task: In pairs and plenary: analyze why Angela's teaching was effective.  Away Task: Learners will Use 4As in their teaching.
Example#2  8 Steps of Design	Example #2  <i>By the end of this session they will have: <u>Assessed the relevance of 4As and 8 Steps of Design to work.</u></i>	Show where the 4As fit in the "How" step of the 8 design steps.	Show This learning design as an example of using 8 steps in design.	Listen to spider mite story. Choose elements from Angela's spider mite story to fill in an 8 step learning design  on spider mites and

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- ▶ **Task 2C:** Evaluate the relevance of dialogue education's 4As and 8 Steps of Design to your work. Answer this question: On a scale of 1 to 10, how likely is it that you will use the 4As in your teaching? Same question for the 8 Steps of Design. Accountability question: What would it take to move you from a 7 to a 10?
- ▶ **Task 2D:** Away: A Potential Away: If you desire to learn the theory and art of dialogue education, please take note of the courses offered by Global Learning Partners and the contact information.

# Away: Go To:

- ▶ Foundations of Dialogue Education: From Principles to Practice
- ▶ In this dynamic four-day workshop, you'll directly experience the core concepts and practices of Dialogue Education's (DE) unique learning-centered system. DE is a proven method for shifting the focus from you as the teacher, trainer, or facilitator, to your learners by bringing them into active relationship with the content and the learning process. Through this workshop, you'll be ready to immediately apply the purposeful and engaging methods of DE in your teaching and curriculum design for more meaningful, lasting results.
- ▶ Global Learning Partners, Inc. ,  
Toll Free: 888-432-2763 ,Fax: 888-432-2763 , [info@globallearningpartners.com](mailto:info@globallearningpartners.com)

## 8 Steps of Design for Dialogue Adult Education

WHO	WHY	So That:	WHEN	WHERE		
WHAT	WHAT FOR		HOW			
<b>Example#1:</b> <i>Community Capacity Indicators</i>	<b>Example #1</b> <i>By the end of this session they will have</i>  <b><u>Described</u></b> <b><i>community capacity indicators</i></b>		Anchor Task	Add Task	Application Task	Away Task
<b>Example#2</b>  The relationship between Mission and Culture	<b>Example #2</b> <i>By the end of this session they will have</i> <b><u>Assessed the</u></b>  <b><i>relationship between mission and culture</i></b>					



## Aphids

- Aphids do not lay eggs but give live birth
- Winged aphids emerge once populations become too high
- Aphids have sucking mouthparts and can transmit viruses. They suck on plant sap and can cause leaf curl.
- Aphids excrete sugar water. This can encourage the growth of fungi.







**Bean foliage beetle (*Ootheca mutabilis*)**—Adults feed on bean foliage and larvae feed and damage roots and stems. Some species' larvae feed and damage leaves while under the leaf cuticle. Premature senescence of bean plants as a result of bean foliage larvae feeding on roots can result.



**Thrips (*Thysanoptera* spp.)**—Besides causing damage to leaves thrips are also vectors of the tomato spotted wilt virus

