Guidelines for Putting on an LtL Workshop

Since 1998, Learning that LASTS workshops have been held in many countries and cultural contexts, using at least eight languages. We praise God for how He has enabled us to serve so many in SIL and partner organization. Thanks also to all the teachers He has raised up to equip those eager to make a difference in the Kingdom. Together we have made lots of improvements over the years, as we adapted materials and methods to fit a variety of contexts.

While we welcome innovation, we also see the wisdom in some standardization. We don’t want to squelch creativity or limit the development of teachers. So over the years we have made very few rules. Overall, most LtL learning experiences have been excellent. We are writing these guidelines in order to promote excellence and assure that future LtL participants also have the best training possible.

In this document we list the core curriculum and a set of terms that expresses the LtL approach to adult education. We also discuss a few other issues, starting with the most important component of LtL, the teachers.

1. Teachers
   a. Team teaching is an important feature of LtL, both for quality of instruction and modeling what we want participants to emulate. At least two full-time teachers are required, and we recommend having more teachers and interns involved, if possible, in order to develop more LtL teachers. One of the teachers must be an experienced and mentored lead teacher who is recognized as a lead teacher by the LtL Leadership Team. (See more details in FAQ number 2.)
   b. Preparation:
      1. Resources and Needs Assessment (RNA): Teachers need to contact all participants to get relevant information and begin building relationships. Teachers should also talk with at least some of the participants. This process should begin at least a month before the event so that adjustments can be made to the learning modules and materials. It is also helpful to require a completed RNA form as part of the application process. No finished form – no guarantee of a place!
      2. The teaching team should spend 2-4 days in face-to-face preparation in the weeks before the event for teambuilding, reviewing RNA responses, praying for participants, adjusting learning modules, producing materials, etc.
   c. All teachers should display the following attitudes (in addition to the skills and knowledge of LtL)
      ✓ Respect for all
      ✓ Loving service
      ✓ Humility
      ✓ Willingness to learn
      ✓ Desire to give their best professionally
      ✓ Spiritual maturity and growth
      ✓ Readiness to mentor

2. Include the following LtL modules (core curriculum):
1. Modules on how Jesus taught, e.g., Jesus Showed Respect, How the Disciples Learned, Jesus Used Objects, Jesus’ Indicators of Learning. These modules are used daily as devotionals or reflections.
2. Our Symbols – or another connection module that helps participants and teachers know each other and establish safety.
3. Course Overview and Our Expectations
4. Respect (this may be covered in the module on how Jesus showed respect)
5. How Adults Learn (Since this is the only module on adult learning theory it needs to have at least 60 minutes.
6. Resources and Needs Assessment
7. Discovering Motivational Theme
8. Dialogue
9. Open Questions
10. Learning Tasks
11. Summary & Feedback on Days 1-4
12. Ideas, Feelings, and Actions
13. Design Questions
14. The 5Cs (or 4Cs plus a short Closure task)
15. Design in Pairs
16. Giving and Receiving Feedback
17. Practice Teaching with feedback (two times)
18. Final Summary and Synthesis
19. Next Steps
20. Workshop Feedback
21. Closure: Talking Circle or other closure module

If you want to make changes in the curriculum …

Please contact a member of the LtL Leadership Team about curriculum changes. Lead teachers should adapt learning modules for their learners, but should only make major changes to the modules or curriculum with agreement from the Leadership Team. Remember to practice the T in LASTS: Teamwork.

Please also share with the leadership team any new devotions or other modules that you have developed for your learners.

Be careful about adding extra learning tasks or modules to the course. We often have the tendency to teach more and more. But in order to experience authentic dialogue participants need adequate time to consider and question what they are learning. If there are 12 participants, don’t add more than two other modules (e.g. Using Objects, Making Effective Visuals). If there are fewer than 12 participants, there will be enough time to add more learning modules or to give more time for core modules (e.g. How to Use Lecture in a Learning task, Facilitation Skills, more design time, more time for planning a learning event.)

3. Use the following key terms
   ✓ LASTS:
     ➢ Learner-centered
     ➢ Action with Reflection
     ➢ Solving Problems
     ➢ Teamwork
- Self-Discovery / Self-Direction
- Learning task
- Learning module
- Learning event
- 4Cs (5Cs, i.e. including a short Closure task)
- Resources and Needs Assessment (RNA)
- Motivational Themes
- Dialogue
- Open Questions
- Ideas, Feelings, and Actions (cognitive, affective, psychomotor)
- Design Questions
  1. Jenny is using 7 questions: WHO, WHY, WHAT, WHERE, WHEN, HOW MUCH, HOW
  2. Roland is using 8 questions: WHO, WHY, WHAT OUTCOMES, WHAT OBJECTIVES, HOW, WHERE, WHEN, HOW MUCH.

4. **Give credit**: Include this information in the Introductory pages of the participants’ notebooks:

   **Learning that LASTS**

   Learner-centered
   Action with Reflection
   Solving Problems
   Team work
   Self-Discovery / Self-Direction

   Based on the work of Dr. Jane Vella
   as presented in her book
   Training through Dialogue

   LtL course and this notebook developed by
   Roland Walker, Jennifer Giezendanner, Cami Robbins
   and others in the LtL community

5. **Not-for-profit basis**

   Putting on an LtL workshop must be done solely on a **not-for-profit** basis. The course should be offered as a ministry serving those who could not or would not normally be able to afford commercial Adult Learning courses, especially those people who focus focusing on marginalized peoples and those who serve them. Participant fees should only be used to cover the costs of putting on LtL workshops (e.g., travel, room, board for teachers, materials, renting facilities, books to build up an LtL library, materials to be used in future LtLs), but not for funding other programs, either personal or for the organization.
FAQ

1. What if I want to make changes to LtL that go beyond these guidelines?

We are happy for participants to take whatever they learn from LtL and adapt it for their own organization. However, if you want to do something **outside the Guidelines given in this document**, please do not call your learning event "Learning that LASTS". Use another name and give credit in your materials to Jane Vella and LtL. **Learning that LASTS does not authorize you to use our materials for profit.**

2. How do I become an LtL lead teacher?

The document “The Pathway to becoming a Learning that LASTS Teacher” describes a typical series of experiences that prepare a teacher to grow into the lead teacher role. However, there is not a prescribed path that fits everyone. It depends where a person starts on the path – the skills, knowledge and attitudes that they bring to LtL teaching. But for everyone the final step on the path to becoming an LtL teacher is gaining recognition by a member of the Leadership Team upon the recommendation of another lead teacher.

Please don't hesitate to contact a member of the **LtL Leadership Team** with your questions and suggestions.

Thanks for your commitment to make Learning That LASTS an excellent learning experience for the learners!