LEADright for Real Estate Educators
2019 GREEA Mid Year Symposium

TO DO LISTS	
Your **Personal** List: ☐ ☐ ☐	Your **Professional** List: ☐ ☐ ☐

NORMS

Which norm is your focus
for this session?
_____
_____

OPENING: PEAKS AND VALLEYS *"Joy and pain are like sunshine and rain"*

_____

THE CLEAR COMMUNICATIONS EXPERIENCE

What are the implications for you and
your work as a real estate educator?
_____
_____

THREE TYPES OF LEARNERS

Think of three adults you've taught who fit these descriptions. *What support did each adult learner need from you to be successful? What would your current Adult Learners need from you?*

EXPLORERS
(WOW!)
_____
_____
_____
_____

VACATIONERS
(WONDER?)
_____
_____
_____
_____

CAPTIVES
(WORRY…)
_____
_____
_____
_____

TOOLS YOU CAN USE: NOTETAKING *"If You Don't Get It The First Time, Back Up And Try It Again"*

The Outline Method
Pros
- Captures key learning points logically
- Ease of use helps learners focus
- Reduces reviewing and editing time

Cons
- Hard to use if the learning doesn't follow a certain structure

Your Thoughts - The Outline Method:

The Cornell Method
Pros
- Systematicaly summarizes information
- Helps you capture key learning points
- Reduces reviewing time

Cons
- Must prepare note pages in advance
- Must take time to review and summarize

Your Thoughts - The Cornell Method:

The Mapping Method
Pros
- Visually appealing
- Capture detailed information concisely
- Reduces editing time

Cons
- May run out of space on a single page
- Can be confusing if the information is wrongly placed while taking notes

Your Thoughts - The Mapping Method:

The Visual Method
Pros
- Images help you learn and recall content
- Organic and uses basic shapes (point, line, triangle, square, arrow, spiral, circle)

Cons
- Tendency to move from visual note-taking to doodling is high
- Notes are less shareable with others

Your Thoughts - The Visual Method:

TOOLS YOU CAN USE: ORID FOCUSED DISCUSSION PROTOCOL

O (for Objective or "What!") — Recall what was read, seen, or heard _____ interpretations and opinions

R (for Reflective or "Gut!") — Share positive and negative feelings and _____

I (for Interpretive or "So What?") — Consider the value, meaning, and _____ of what was read, seen, or heard

D (for Decisional or "Now What?") — Determine _____ to make about what was read, seen, or heard; including shaping individual proposals into consensus

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THE ESSENTIAL DIMENSIONS OF EFFECTIVE ADULT LEARNING (eDEAL)

The four dimensions of eDEAL support deeper learning for all:
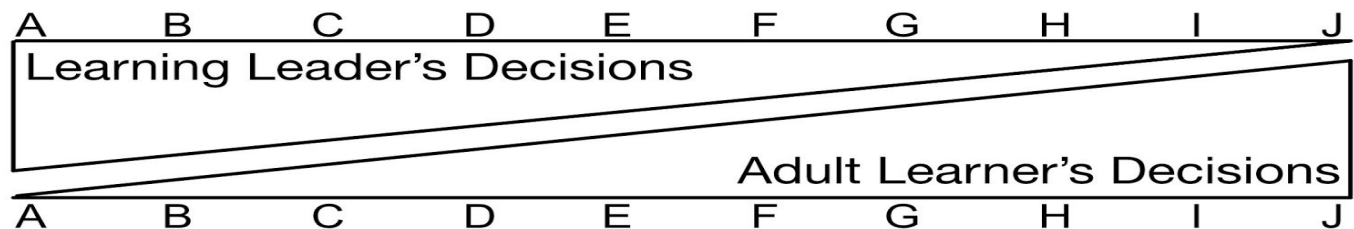
First Dimension *Communication*	The Learning Leader begins with the end in mind, gets clear about the learning (i.e., why, what, when, where, how) before designing modules, and effectively communicates this when facilitating. ***Who are Adult learners in my courses, workshops, and sessions <u>being</u> and what are they <u>doing</u>?***
Second Dimension *Demonstration*	The Learning Leader designs and facilitates learning that offers multiple opportunities for demonstrations, exchanges, and actionable feedback. ***Who are Adult learners in my courses, workshops, and sessions <u>being</u> and what are they <u>doing</u>?***
Third Dimension *Connection*	The Learning Leader creates multiple opportunities for exploration, voice and choice, collaboration, and connection using a diverse collection of learning tools and resources. ***Who are Adult learners in my courses, workshops, and sessions <u>being</u> and what are they <u>doing</u>?***
Fourth Dimension *Application*	The Learning Leader designs and facilitates modules that require ongoing reproduction and production, learning and unlearning, and innovation and application. ***Who are Adult learners in my courses, workshops, and sessions <u>being</u> and what are they <u>doing</u>?***

SPECTRUM OF TEACHING STYLES (Mosston and Ashworth):

What is your "go to" teaching style?
Which style do you use most often?

Consider this: Learning Leaders get better results when they choose a particular style based on (a) intended learning outcomes, (b) teaching context and environment; and (c) adult learner's stage.

TOOLS YOU CAN USE: 4-A LEARNING SEQUENCE The 4-A Model is a tool to guide the process of creating both a learning task and the learning event as a whole. Together, the four components of the model complete a learning cycle. You decide which parts are appropriate for any learning task or a workshop you design. Generally, a learning task requires at least an ADD and an APPLY step. You begin a learning event with an ANCHOR and you end with an AWAY.

Anchor A task that has the Adult Learner access their own _____ knowledge or experience with the topic, content, or similar experience (i.e.,"Describe your best learning experience of...")

Add A task that has the Adult Learner hear, see, or otherwise _____ a substantive new piece of content, information, research, theory, skill (i.e., this can be with PowerPoint, film clip, demonstration, etc.)

Apply A task that has the Adult Learner _____ something—there and then—with the new content (i.e., practice, application, case studies, compare, etc.)

Away A task that _____ the new learning to the life of the Adult Learner and its future use (i.e., a personal action plan, commitment, projection into future, etc.)

TOOLS YOU CAN USE: MENTAL MODELS A mental model is an explanation of how something works. The phrase "mental model" is an overarching term for any sort of concept, framework, or worldview that you carry around in your mind. These are some common models we use.

- The Scientific Method
- de Moivre's Normal Distribution - i.e.,Bell Curve
- Darwin's Evolution by Natural Selection
- Einstein's Theory of Relativity
- Supply and Demand - from 256th couplet of Tirukkural
- Maslow's Hierarchy of Needs

What are some mental models used in your profession?

_____

_____

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PUZZLED: PUTTING THE PIECES TOGETHER

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