

PROJECT I⁴ PROTOCOL LEARNING EXCHANGE PROTOCOL Learning Walk and Talk

Note: All protocols have multiple origins. The strength of a protocol is in the ability of facilitators or planners to adjust/revise for use in your context. <http://www.nsrharmony.org/free-resources/protocols/a-z> is a good source of multiple protocols for school, district, community and organizational use.

The learning walk and talk “pedagogy” is obvious on the surface, but the process deepens with the “doing”. A learning walk offers an opportunity to practice the art of what Freire terms PRAXIS: reflection for action. s

The physical act of partners in a side-by-side conversation instead of face to face often changes the way persons relate. It becomes a process for actively practicing our talk about dialogue as a process for naming (the nommo) and transforming our reality. In other words, we walk our talk and talk while we walk in new ways.

In addition, it offers something we rarely do in meetings – exercise and fresh air – so breathing in a different way to rethink. That process by itself freshens our perspectives, sharpens our thinking, and adds a way of learning from others not often considered as vital in our busy schedules.

You may need to adjust or accommodate partners with disabilities or those who prefer or need to sit and talk.

Process: Offer GUIDING QUESTION that helps the learning talk pair engage in a conversation. The question is generated by what happens in the meeting up to that point.

Grouping: Preferably PAIRS (can be trios, but seems to work better in pairs).