

SUBMISSION TO SOS FOR ALASKA CHAPTER'S BOOK TALK SERIES

There are four supporting resources (in four attachments) for the Alaska Chapter's Book Talk Series submission to SOS:

Attachments as of 6/15/06:

1. Below -- series of emails sent four weeks prior, two weeks prior, and the day before the event, as well as a follow up thank you note sent to attendees and
2. Link to chapter website page describing the event
3. Updated Chapter Schedule showing Book Talk series
4. PDF of the June presentation flier

PR Four Weeks Prior to Book Talk Event_Subject: ASTD BOOK TALK - JUNE 7

Although some would contend that learning has become somewhat sterilized over the last decade, Roger Schank's inspiring book reminds us that training can be fun and effective. Find out how when Sandi Sturm discusses "Lessons in Learning, e-Learning, and Training: Perspectives and Guidance for the Enlightened Trainer."

Please post the attached flyer (Clean Slate.pdf) at your workplace and plan on attending this Book Talk.

PR Two Weeks Prior to Book Talk Event:

Subject: ASTD BOOK TALK REMINDER JUNE 7!

**FIND OUT HOW THIS STORY RELATES TO E-TRAINING WEDNESDAY NIGHT
AT 6:00
WHEN SANDI STURM DISCUSSES ROGER SCHANK'S BOOK,
"LESSONS IN LEARNING, E-LEARNING, AND TRAINING: PERSPECTIVES AND
GUIDANCE FOR THE ENLIGHTENED TRAINER"
AT BARNES & NOBLE!**

Final PR prior to Book Talk Event:

Subject: ASTD BOOK TALK REMINDER JUNE 7

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AT 6:00
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Once upon a time, there was a kingdom that was overrun with dragons. The people were terrorized by the dragons, so they decided that their university should establish a master's degree to train young warriors in the art of Dragon Slaying. At the curriculum-planning meeting, each faculty member had important contributions. The business faculty was concerned that potential dragon slayers understand how to finance a dragon slaying expedition, and know how to create a business plan to market the story and lessons derived from a successful voyage. The engineering faculty wanted to make sure that the student warrior would know how to read maps, build bridges where needed, and launch missiles. The humanities faculty realized that dragons could be reasoned with and proposed a course in how to speak Dragonese and how to negotiate with dragons. The legal faculty was concerned with dragon rights and potential lawsuits, and suggested a course in law for the neophyte warriors. The arts faculty wanted to make sure that the public would be able to see what the dragon looked like, and suggested the use of photography and drawing courses. The scientists wanted to know about the habitats and evolutionary history of the dragon, and therefore proposed teaching a basic course in evolution and biology to the students in the program. The medical faculty was concerned that students might not know how to kill the dragon properly if they failed to understand how dragons were constructed. The faculty agreed this curriculum covered everything a student would need to know. Students signed up and they all graduated two years later, most of them with high honors, and formed teams to go out to slay dragons.

Unfortunately, the first of those teams never could find a dragon to slay, although they did spend a lot of time looking. Eventually they formed a company that trained dragon slayers. The second team did indeed meet the dragon. Unfortunately, this was because the dragon found them first. They tried to reason with the dragon, but only one of them could remember how to speak Dragonese, since it was a year since the students had taken Introduction to Dragonese. However, the graduate who had been good at speaking Dragonese had been the only student to fail the negotiation course. He succeeded in annoying the dragon greatly by demanding that he not breathe fire while they negotiated. The dragon ate all four members of the team.

The third team did indeed find and do battle with the dragon. Unfortunately, they had never really tried to fight a dragon before, and the dragon was much faster and its flame much hotter than any of them had anticipated. The dragon chased one of the members of the team off of a cliff and then proceeded to melt first the weapons and then the body of a second team member. The last two team members had no idea how they to engage in a battle between the just the two of them and the dragon, so they negotiated a truce. They are now doing public relations for the dragon.

So what went wrong with dragon slaying curriculum? One thing was that there was no actual dragon slaying in it. Teaching actual dragon slaying can be very difficult because, among other things, it requires access to an actual dragon. But this was not the only problem. The curriculum had not addressed other issues. For example, where was the course in teamwork? Where was the course in planning a dragon attack? Where was the course in protecting oneself from a dragon, or enticing a dragon into entering into a vulnerable situation?

Follow up Email to Attendees

Subject: Thanks for attending the June 7 ASTD Book Talk!__We hope you've erased the blackboard of traditional training and started with a "Clean Slate" by designing curriculums that helps learners stay motivated. Thanks for attending the June 7 Book Review!

We hope to see you next month for a session on the ever growing phenomenon of Blogging which prompted the thought that if Dr. Seuss had been a blogger, he might have written:

If a blogger met a jogger
 In a comment to a post
Could the jogger blog the blogger
 Up and down the coast?
Could the blogger jog the jogger
 If he forgot to run
Or would he become a vlogger
 Just to have some fun?

Come see what else is happening in the Blogosphere on July 12!