

LDT200x INPUTS

*** Please note instructions for all assignments on the source site. Reach out to the instructional team with any questions.*

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Course Name	<i>Egyptian Colloquial Arabic for Beginners</i>

ePortfolio Link

i Please provide a link to your completed ePortfolio.

Link:

<https://christinamichel46.wixsite.com/christina-michel>

Executive Summary

(Complete this step last after you have filled in all other areas)

i In 200–400 words, provide a summary of the course that you are building. Make sure you are clear with the components you are building as well as future recommendations, considerations, or conclusions, if necessary. Click [here](#) for more information on Executive Summaries. **Remember** – Complete this step last!

Enter Exec Summary here

Type of course

i What type of course is this? Examples include:

- Step-by-step process
- Informational
- How-to
- Onboarding or introductory

Think about the intent of course. What are you intending to do or what type of content do you intend to deliver?

*This course is an introductory interactive asynchronous course.
It will be teaching the Arabic alphabet, the basic conversation expressions, important terms and vocabulary for daily life.*

Target Audience & Learner Profile

i	<p>Who is the audience is for this course? As you think about and research the instructional problem, you also need to conduct a learner analysis or a narrative description of the learners who will be taking the course.</p> <ul style="list-style-type: none"> • Are they first-year university students? • High school seniors? • 6th grade math students? • Incoming employees to a corporate setting? <p>Think about “who” will take your course and why they will take it or benefit from it. This is also known as the “learner profile.” Describe the demographics, background or prior knowledge, skills, and dispositions that you anticipate learners may have when they begin the course.</p>
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1. Adult non-Arabic speakers from any background with very limited or no knowledge about the language who:

- a. reside in Egypt*
- b. plan to live in Egypt in the future for any reasons (studying, entertainment, work, etc...)*
- c. are assigned or in contract within a corporate or an organization in Egypt and wish to learn the language for personal or professional reasons*

- Students are required to understand very basic English and know the English alphabet since they still won't be able to use the Arabic alphabet at this level.*
- High school seniors can enroll in this course.*
- This course will be less or not useful for students who studied Modern Standard Arabic language before.*

Learning Gap

i	<p>What is the learning need, market opportunity or course rationale you are addressing with this course? Describe the need or rationale for your instruction—why you think the online learning experience is necessary. Essentially, the need for the online learning experience is what problem or instructional gap your learning experience will solve. Think about your stakeholders (decision-makers and users) and how their needs will impact what you are building.</p>
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Egyptian colloquial Arabic language is the spoken language (dialect) of the people of Egypt. It sounds a lot different than the standard Arabic that is only used in official manner like in books, press, news, education and so on because it contains so many terms and words from the ancient Egyptian language and other foreign languages besides Arabic that is spoken in a different way from the standard form.

As a result, non-Arabic speakers need a beginner course to push them into the main basic life activities if they already live or plan to live in Egypt and to encourage them to deal with Egyptians because this will be the main field of practice as books and traditional language studying means will not help here.

Since the learning of this language will depend mostly on listening and speaking, a beginner student will need a source that is:

- a. available whenever they need to review or revise*
- b. a handy reference to pronunciation techniques*
- c. a content with exercises that can be reviewed and practiced on demand*

An online course provides also an easier way to several and various resources like video and audio content that can be saved or downloaded for further practice.

This beginner course is useful for expatriates in the corporates or NGOs in Egypt as well since it is for daily life use and not official. It will time because it can be taken anywhere and at any time without interrupting the office hours and the daily work flow which was an issue we faced when teaching onsite during the office hours.

Terminal Learning Objective



The **Terminal Objective** is the umbrella objective for the whole course

By the end of the (course, lecture, exercise, etc.), the learner **will be able to**

Course Learning Objectives



The **Course Learning Objectives** break the Terminal Objective down to manageable parts. What do you want your learners to be able to do by the end of your course? Refer to the Learning Outcomes section in LDT200x, Week 2.

Objectives should be measurable. The objectives need to be able to quantify what the learner is doing.

Consult Bloom's Taxonomy at for measurable verbs.

- Writing Measurable Learning Objectives
<https://eclearn.emmanuel.edu/courses/1285497/pages/how-to-write-measurable-learning-objectives/>
- Bloom's Taxonomy
<https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy>
- Guidelines for Writing Learning Objectives
<https://canvas.instructure.com/courses/803402/pages/guidelines-for-writing-effective-learning-objectives%C2%A0>
- Writing Goals and Objectives
<https://www.niu.edu/citl/resources/guides/instructional-guide/writing-goals-and-objectives.shtml>

Remember, this will be a 20-minute course. Keep your scope narrow

Write 3-5 Learning Objectives for your course here

1. Course Learning Objective 1
2. Course Learning Objective 2
3. Course Learning Objective 3

Instructional Strategies



To achieve each learning outcome listed above, what learning activities or tasks will the participant need to complete?

Activities & Tasks

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1. What activity will the participant complete to practice Learning Outcome 1?
 2. What activity will the participant complete to practice Learning Outcome 2?
 3. What activity will the participant complete to practice Learning Outcome 3?

Assessment Strategies



How will you measure whether a learner achieves the learning outcome? Consider the assessments you will use to quantify mastery and measure performance for each Learning Objective and the associated activity.

Assessments

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1. Assessment for Course Learning Objective 1
 2. Assessment for Course Learning Objective 2
 3. Assessment for Course Learning Objective 3

Content Sources

Provide links and short descriptions of at least three potential resource materials you could use to create the learning materials.

Course Sequencing (Outline)

- i** Course sequencing often follows the Learning Objectives and should be a logical and orderly succession. Chunking may be used to separate chunks or sections of content together. How many chunks of content are there? Does the content need to be taken in a particular order or can the participants jump around?

Write a brief outline for each section of content for your course. Your subsections should show how your content is chunked and sequenced.

Learning Model

- i** State and explain the project model you are using to create this lesson. Examples include ADDIE, Dick & Carey, Understanding by Design, and Rapid/Agile eLearning Design.

Which Learning Model are you using to develop your course? Why did you choose this model?

Learning Theory

- i** What learning theory or theories are you using to create your lessons? Explain your choice and rationale for this theory or theories. Examples include Behaviorism, Constructivism, Cognitivism, Connectivism, Andragogy, etc. Remember, use the ePortfolio you created in LDT100x to respond to this section.

Which learning theory or theories are you using in your course? Why did you choose this theory or theories?

Course Standards

- i** Simply stated, course standards are stated goals or criteria which a student must abide by. They are often found in the syllabus to let the students know what is expected of them. Some course standards are late policy, technology policy, assignment policies, etc. To see how a syllabus is created, consider these resources:
- Cult of Pedagogy: Course Syllabus How To
<https://www.cultofpedagogy.com/course-syllabus-how-to/>
 - Faculty Focus: Effective Syllabus
<https://www.facultyfocus.com/articles/online-education/online-course-design-and-preparation/ideas-for-creating-an-effective-syllabus-for-online-learning/>

What are your course standards?