

LDT300x INPUTS

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

ePortfolio Link

i Please provide a link to your completed ePortfolio.

Link:

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

Learning Gap

i Statement of the learning gap (instructional need) that your content will help overcome. You can have one identified learning gap (instructional need) that covers all digital media you edit or create, or you can identify different learning gaps / instructional needs that change with each digital media you edit or create.

Make sure to review the learning gap you stated in 200x. Revise that learning gap as needed and post below.

Many foreigners living in Egypt find it difficult to deal with Egyptian people not knowing even the basics of the spoken language which has big differences than the written and official language. This course helps them find good offers to start learning with good class options to meet their needs.

Instructional Strategy

i Description of an instructional strategy on how the content can be infused into a learning experience.

Make sure to review the learning gap you stated in 200x. Revise that learning gap as needed and post below.

Learners who will join this course are expected to undergo different tasks and activities to ensure they gain the adequate knowledge required to start applying it in daily life. Each learning objective will be demonstrated using text, audio-visual tools and infographics. There will be a short test at the end of each lesson to check knowledge and comprehension as well as a live session for listening and writing practice and assessment.

All terms and expressions will be Romanised at this level.

Learning Objective 1:

Video, audio, text and infographic will be introduced to show the main terms and expressions as well as matching and arranging activities for practice and interaction

Learning Objective 2:

Learners will be introduced to new noun vocabulary through audio-visual tools to link the words to their gender using demonstrative pronouns (Da & Di ~ this is) in affirmative and interrogative forms as well as existential statements (fih/ mafish ~ there is/ isn't) in both affirmative and negative forms

New vocabulary about vegetables, fruits and groceries will be introduced in the same way with listing, matching and memory activities and mini games.

Learning Objective 3:

Learners will be taught the topic by an audio-visual demonstration on possessive pronouns and how to link them to the nouns they learnt in the previous lesson as well as the question form by “whose” followed by matching and selecting activities.

Learning Objective 4:

Learners will be shown videos, images, text, clocks, calendars and infographics to discuss the topics. They will undergo activities to describe date, time, money and weather through matching, selecting and listening to enhance their skills.

Learning Objective 5:

Learners will schedule an online live meeting after every lesson outcome to practise and assess their speech and pronunciation.

Digital Content Development

i The following is the minimum requirement for digital content. You may use the items created in this course. The weeks as listed in parenthesis.

- Digital document (ebook, flyer, infographic, interactive text, pdf). (Week 2 or 3)
- Original digital video (2-4 minutes in length) published online with closed captioning (non-auto generated). (Week 4)
- Screencast or mash-up or other Creative Commons licensed work you edited/enhanced to create original work. (Week 5)
- Enhanced Digital Images (at least 2 images) that you have created or edited in some manner. Identify how you've enhanced the images. (Week 3)
- Interactive (adaptive type) module. (Week 7)

- Logo of the learning centre, an infographic on “Noun Genders in Egyptian Arabic” and a flyer to show the learning options and offers
- An educational video on “Greetings in Egyptian Arabic”

OERs, Creative Commons, Checklist



- Identify at least two Open Educational Resources to support content development.
- Label your media with a Creative Commons license (student choice on the level of rights to allow),
- Apply your updated Digital Media Checklist created in week 1 to each of your digital media, provide the overview of findings and describe in a short statement or rationale why each digital media artifact will support content development or your lesson.

OER 1:

<https://stock.adobe.com/eg/>

OER 2:

www.canva.com

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Digital Media Checklist:

<https://christinamichel46.wixsite.com/christina-michel/copy-of-week-2-digital-document>