

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.

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 x 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)

- Digital Document: Noun Genders in Egyptian Arabic Infographic (Week 2)
- Digital Document: A flyer for the Language Hub to show the offers on learning Egyptian Arabic (Week 3)
- Educational Video: Meet and Greet. Learning greetings in Egyptian Arabic through an interactive video. By Microsoft Powerpoint as a tool
- Animation Video: Learning seasons and weather conditions during those seasons in Egypt in Egyptian Arabic by Vyond tool.
- Digital Audio: Seasons and Climate by Audacity tool.

OERs, Creative Commons, Checklist

- i**
- 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.

- **Text:** Vocabulary and expressions list of “Greetings and Polite Expressions in Egyptian Arabic”
- **Text:** Explanation on nouns and gender in Egyptian Arabic “Nouns in Egyptian Arabic”
http://arabic.desert-sky.net/g_nouns.html#nouns

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- **Video:** Egyptian Colloquial Arabic: Seasons of the Year
https://www.youtube.com/watch?v=eVN17b9JXGM&ab_channel=ChristinaMichel
 - **Audio:** Seasons and Climate
<https://on.soundcloud.com/d5eEC>
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LDT400x INPUTS

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

ePortfolio Link



Please provide a link to your completed ePortfolio.

Link:

Identify Main Issue



- A short essay or prospectus where you identify and clearly explain the main issue or problem under critical consideration and how your module overcomes the issue or problem
- Discussion of how learning theories influenced your design and discussion of why you are using that approach

****revisit work from 100x and 200x**

Enter here

Syllabus



- Course title & description of outcomes
- Course objectives
- Schedule (due dates) and description of all assignments, activities, discussions, and final project (summative assessment)
- PDF version available on your course site

****revisit work from 200x**

Enter here

Published Lesson



Provide URL to the published lesson on the platform of your choice.

Enter here

Objectives



- Minimum of one measurable terminal objective
 - Minimum of two enabling objectives per terminal objective
 - Each terminal objective must be measured using a performance-based assessment
- **revisit work from 200x

Enter here

Assessments



- Minimum of two formative assessments
 - Minimum of one summative assessment
 - Scoring rubric to evaluate summative assessment
- **revisit work from 100 and 200x

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Engagement



- At least one element of social constructivist and/or active engagement each week
 - Example discussion question, project posted to course with follow up comment & feedback
- **revisit work from 100x

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Audio Visual

i	<ul style="list-style-type: none">• Minimum 3 images• Minimum 1 video• Minimum 1 screencast or narrated presentation **revisit work from 300x
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Compliance

i	<ul style="list-style-type: none">• Copyright, fair use, and Creative Commons used appropriately• Use APA for all citations and attributions for Creative Commons items• ADA compliance, including but not limited to image alternative tags and closed captioning for all videos on course **revisit work from 300x
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Quality Assurance

i	<ul style="list-style-type: none">• Professional look and style (theme), with correct and consistent spelling and grammar• Self-assessment of your MicroLesson
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