

LDT300x 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: <https://christinamichel46.wixsite.com/christina-michel>

Learning Gap



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.

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.

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)

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- **Digital Document: Noun Genders in Egyptian Arabic Infographic (Week 2)**

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.

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- **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