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EME 6208: Interactive Media

Dr. Sanghoon Park

IMA 4: E-Learning Module Development

Project Proposal: Linear Instructional Material

A Basic Information

- Title: Welcome to English! & *¡Bienvenidos a Español!* (Part 2)
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B Problem, Need, or Opportunity?

- These E-Learning modules are intended to be used in the second week of an online language exchange mini-course that I will run with three other colleagues for Dr. Yiping Lou's EME 6457: Online Teaching & Distance Learning. In this mini-course, learners can choose between learning some basic greetings, sentence structure, and how to ask questions in English, Spanish, or Chinese. In the first week, Module 1 of these courses will be delivered through Interactive PowerPoints, which cover the basic greetings and simple sentence structure of these three languages.
- My proposal is to use Adobe Captivate to create Interactive E-Learning modules for the second week, Module 2, of the English and Spanish courses. The reason for this is to offer more interactive knowledge checks and activities to the course, both to introduce the topics of Module 2 and to review the topics of Module 1. In Module 1, learners were exposed to a few simple greetings and basic sentence structure of the English and Spanish languages. In Module 2, they will learn how to ask and answer questions in the target language, preparing them for the opportunity to practice with a native speaker of their target language.

C Targeted Audience

- The intended audience for this course would be young adult learners (~18-30) of English or Spanish as a Second/Foreign Language.

    - The Spanish learners will likely be proficient English speakers who would like to learn some Spanish, either in preparation to travel to a Spanish-country or with the goal of conversing with their Spanish-speaking neighbors in the U.S. These learners may already know a

little Spanish but will likely need a refresher and some further explanation. The instruction and explanation of this course will be delivered in English, with activities and opportunities to practice new words and phrases in Spanish.

- The English learners will be speakers of other languages either abroad or in the U.S. The learners abroad will likely be pursuing opportunities to work and/or study in English-speaking countries, and will probably already know some English, but need more explanation and the opportunity to practice. The learners in the U.S may have plenty of opportunity to practice, but need some explanation. The instruction and explanation for this course will be delivered in slow, simple English, so that it can be used by learners from different linguistic backgrounds.

- In both cases, the primary learners will likely be young adults, with older adults being a possible secondary group of learners. These groups have in common the need or desire to improve skills in a second language, but may vary in their tastes, political views, and level of comfort with technology. For that reason, the content of the modules will be presented with a fairly neutral visual aesthetic, no mention of politically controversial issues, and will only require limited technical skills.

D Learners' Needs

- Learners need clear explanation which is related to real-world context.
- Learners need mental models from which they can construct their own meaning.
- Learners need instruction in language they can understand.
- Learners need a variety of multimedia, such as audio, video, and interactive exercises to understand and retain lesson content.
- Learners need knowledge checks to chart their progress and identify areas for improvement.

E Learners' Environment

- Learners will most likely be taking the course in their own homes, using whatever devices they have available, such as laptops, smartphones, and tablets. They will probably be working with low-to-medium bandwidth, and for that reason we will try not to make the interactive programs too "expensive" in terms of processing power. Learners will most likely be working alone, connecting online, and receiving instruction from the Instructor via audio. As they will be working alone, they can use

headphones to block out background noise and not bother those around them.

F. Resources & Limitations

- The learning content for this module will be written by myself, and will be delivered using a combination Adobe Captivate, PowerPoint, and Doodly "whiteboard animation" videos. The course modules will be made available and administered through Canvas. All images used will taken from royalty-free stock photo libraries, like pexels.com and pixabay.com.

G. Site Schematic:

WEEK 2 STORYBOARD:

Welcome Back to English!	Long time, no see!	How have you been? What have you been doing lately?	Responses: I have been _____ I have been _____+ing Have you ever_____?
The Present Perfect: Subject+have/has+ past participle	Knowledge Check 1 1 slide	Review of Week 1 2-3 slides	Other Verbs: "Do" "Make" "Go" "Have" video
Knowledge Check 2 2-3 slides	How to form Yes/No Questions with verb "BE" Video?	How to form Info Questions with "Wh-" words	Knowledge Check 3 2-3 slides