

Design Workbook

Use this workbook throughout Module 6 as you design a learning solution following Merrill's Pebble-in-the-Pond approach.

You'll submit this workbook to an Academic Evaluator to ensure your design is on-track before using the work you've done here to create your Course Blueprint.

Lesson 1: Identify the Problem

To complete this section of the workbook, refer to your Needs Analysis documents (3. Kickoff Meeting).

Organizational Goal

What is the organizational problem (business challenge) you're wanting to solve?

There is a population of students who speak Spanish as a first language who are being underserved in the CMC library.

Performance Goal

What will learners be able to do that solves the organizational problem? What is the desired outcome?

Learners will be able to say more library phrases in Spanish and attempt 10% more conversations in Spanish with Spanish speakers.

Whole Problem

Specify a problem that, when solved (or a complex task, that, when completed) will achieve the performance goal.

Library and tutoring staff are lacking knowledge on Spanish phrases commonly used in the library.

Task Analysis

Refer to your SME notes; record every step (task and subtask) required to solve the whole problem (complete the whole task).

These tasks and subtasks are the component skills your course will teach.

We've identified 40 phrases in Spanish that will increase a learner's knowledge of Spanish terms specific to the library setting.

Problem Scenarios

Brainstorm realistic problem scenarios related to the whole problem you want your learners to solve. You will use these scenarios as demonstrations and applications in your course design. Revisit your SME notes for inspiration.

For each scenario, write a simple paragraph that summarizes the major points of the problem. Which component skill(s) are represented in this scenario? Include: tips, steps, consequences, and properties.

Come up with as many scenario briefs as you can; add or remove boxes if necessary. You may add to or revise these scenarios throughout the design process.

Module 1 Scenario Brief: Welcoming/ Courtesy Phrases (10)

1. Good morning - Buenos días
2. Good afternoon - Buenas tardes
3. Good evening - Buenas noches
4. Please - Por favor
5. Thank you - Gracias
6. You are welcome - De nada
7. Excuse me - Disculpe
8. One moment, please - Un momento, por favor
9. Do you need any help? - ¿Necesita ayuda?
10. I can help you with that. - Te puedo ayudar con eso.

Module 2 Scenario Brief: Communication Phrases (10)

- Do you speak English? - ¿Habla inglés?
- I am sorry I do not speak Spanish - Lo siento, no hablo español.
- I speak only a little Spanish - Hablo solo un poco de español
- I will get someone who speaks Spanish - Voy a traer alguien que hable español
- Sorry, I do not understand - Lo siento, no entiendo
- Slower, please - Más despacio, por favor
- Can you repeat that? - ¿Puede repetir eso?
- Can you please write it down? - ¿Puede escribirlo, por favor?
- I'm learning to speak Spanish. - Estoy aprendiendo a hablar español.
- Thanks for your patience. - Gracias por su paciencia.

Module 3 Scenario Brief: Library Cards + Circulation (10)

- Do you know your student ID #? - ¿Conoce su número de identificación de estudiante?
- What is your name? - ¿Cuál es su nombre?
- What is your last name? - ¿Cuál es su apellido?
- What is your address? - ¿Cuál es su domicilio?
- You already have a library card because you're a student. - Ya tienes una tarjeta de biblioteca porque eres estudiante.
- Do you want to check this out? - ¿Quiere llevar esto prestado?
- You can take this book out for four weeks. - Puede tomar esto prestado por cuatro semanas.
- The books are due on October 27. - Los libros se vencen el veintisiete de octubre.
- Do you want to return this? - ¿Quiere devolver esto? OR ¿Quiere regresar esto?
- Do you want to renew this? - ¿Quiere renovar esto?

Module 4 Scenario Brief: Common Library Questions with Answers (10)

1Q. How many books may I take out? ¿Cuántos libros puedo sacar?

A-1. You may take as many as you can carry. - Puede sacar los que pueda cargar.

A-2. You may take out as many as you like. - Puede sacar los que quiera.

2Q: For how long may I check the books out? ¿Por cuánto tiempo puedo sacar los libros?

A: You may check the books out for 4 weeks. - Puede sacar los libros por cuatro semanas.

3Q. Is the service free? ¿Es gratis el servicio?

A. Yes, it is completely free. - Sí, es completamente gratis.

4Q. How may I reserve this book? ¿Cómo puedo reservar este libro?

A. I can help you with that. - Te puedo ayudar con eso.

5Q. Where is the catalog? ¿Dónde está el catálogo?

A-1. The catalog is on the computer. - El catálogo está en la computadora.

A-2. Use the computer to look at the online catalog. - Use la computadora para ver el catálogo en lin

6Q. Where are the books to learn English? ¿Dónde están los libros para aprender inglés?

A-1. The books on how to learn English are there.. Los libros sobre como aprender inglés están allí.

A-2. Please follow me. Sígame, por favor.

7Q. Where is the bathroom? ¿Dónde está el baño?

A-1. The bathroom is by the entrance. El baño está cerca de la entrada.

8Q. Is there a photocopy machine here? ¿Hay una copiadora aquí?

A-1. Yes, there is a copy machine over by the wall. Sí, hay una copiadora cerca de la pared.

A-2. Yes, there is a copy machine in every department. Sí, hay una copiadora en cada departamento.

9Q. How much do copies cost? ¿Cuánto cuesta cada copia?

A. It is completely free. - es completamente gratis.

10Q. How do I use the internet? ¿Puedo usar el internet?

A. You can log into our computers with your student id. - Puede iniciar sesión en nuestras computadoras con su ID de estudiante.

Lesson 2: Final Problem Scenario

Your design begins with the final problem scenario.

Revisit the scenarios you created above. Identify the problem scenario that is most complex. This will become your final demonstration.

Final Demonstration

As you write out the scenario brief for the final demonstration, be sure it includes an explanation of what makes this demonstration successful.

- What are the key steps?
- What tips should you include?
- What are the consequences of following the procedure in the demonstration?
- What conditions make this demonstration applicable?
- What properties should your learners remember?

Scenario Brief: The final scenario will involve a video of a complete scene of a library staff member and spanish speaking patron using at least one Spanish phrase from each of the above 6 scenarios.

Animated Video of scene:

1. Good morning - Buenos días
 - a. Buenos días!
2. Do you speak English? - ¿Habla inglés?
 - a. Un poco. A little.
3. I'm learning to speak Spanish. - Estoy aprendiendo a hablar español.
 - a. Muy bien! Very good!
4. Thanks for your patience. - Gracias por su paciencia.
 - a. Por supuesto! Of course!
5. Do you need any help? - ¿Necesita ayuda?
 - a. Si, quiero llevar este libro. I want to check out this book.
6. Do you want to check this out? - ¿Quiere llevar ésto prestado?
 - a. Si, por favor. Yes, please.
7. Yes, I can help you with that. - Si. Te puedo ayudar con eso.
 - a. Gracias. Thank you.
8. What is your last name? - ¿Cuál es su apellido?
 - a. Garcia Vasquez.
9. Ok, The books are due in 1 month. - Bien. Los libros se vencen en uno mes.
 - a. Tengo que pagar? Do I have to pay?
- 10.No, It is completely free. - No, es completamente gratis.
 - a. Bueno! Muchas Gracias! Nos vemos!
11. Nos vemos! See you!

Final Application

Determine the main type of skill your course teaches: conceptual (“kinds of”), procedural (“how to”), or principle (“what happens”) skills.

- Design an application activity appropriate for that skill type.
- Make sure that your application covers all the steps, consequences, conditions, and properties covered in the demonstration.
- Include feedback for correct and incorrect responses that is relevant, focused, and timely.

Scenario Brief: procedural skills of acquiring Spanish language skills.

Quiz or interactive slide. Learner must choose or type in the correct response.

1. How do you say “good morning”?
a. Buenos días
2. How do you say “Do you speak English”?
a. ¿Habla inglés?
3. What does “Estoy aprendiendo a hablar español” mean?
a. I’m learning to speak Spanish.
4. How do you say “Thanks for your patience.”
a. Gracias por su paciencia.
5. How would you say “Do you need any help?”
a. ¿Necesita ayuda?
6. Si, quiero llevar este libro.
a. I want to check out this book.
7. Do you want to borrow this?
a. ¿Quiere llevar ésto prestado?
8. Yes, I can help you with that. -
a. Si. Te puedo ayudar con eso.
9. What is your last name?
a. ¿Cuál es su apellido?
10. Ok, The books are due in 1 month.
a. Bien. Los libros se vencen en un mes.
11. Tengo que pagar?
a. Do I have to pay?
12. No, It is completely free.
a. No, es completamente gratis.

Matching phrases:

1. A little. Un poco
2. Very good. Muy bien
3. Of course. Por supuesto
4. See you. Nos vemos
5. Thank you. Gracias
6. True. claro!
7. Yes. si
8. I don’t know. No se.
9. Please. Por favor.

10. You're welcome. De nada.

Lesson 3: Problem Progression

Paste each of the problem scenarios that you created above in an order that will make sense for your learners and build progressively toward the most complex, final problem.

For each scenario that is used as a demonstration, be sure to include an explanation of why the demonstration is successful: what steps, consequences, conditions, and properties your learners need to remember.

For each scenario that is used as an application, create an application activity appropriate for the type of skill, decide what level of guidance to include, and create feedback for correct and incorrect responses.

Module One: Demonstration (Scenario 1)

Scenario Brief: slides with audio pronunciation and captions

- Good morning, good afternoon, good evening.
- Please, thank you, you're welcome.
- Goodbye, see you later, see you.
- Yes. no.
- Excuse me - Disculpe
- One moment, please - Un momento, por favor
- Do you need any help? - ¿Necesita ayuda?
- I can help you with that. - Te puedo ayudar con eso.

Module One: Application with Prompts and Guidance (Scenario 2)

Scenario Brief: flash cards using the same phrases as above.

Application in library: practice using one of these sentences at the library.

Module Two: Demonstration (Scenario 3)

Scenario Brief: slides with audio pronunciation and captions

- Do you speak English? - ¿Habla inglés?
- I am sorry I do not speak Spanish - Lo siento, no hablo español.
- I speak only a little Spanish - Hablo solo un poco de español
- I will get someone who speaks Spanish - Voy a traer alguien que hable español
- Sorry, I do not understand - Lo siento, no entiendo
- Slower, please - Más despacio, por favor
- Can you repeat that? - ¿Puede repetir eso?

- Can you please write it down? - ¿Puede escribirlo, por favor?
- I'm learning to speak spanish. - Estoy aprendiendo a hablar español.
- Thanks for your patience. - Gracias por su paciencia.

Module Two: Application with Prompts and Guidance (Scenario 4)

Scenario Brief: drag and drop using the same phrases as above.

Application in library: practice using one of these sentences at the library.

Module Three Demonstration (Scenario 5)

Scenario Brief: slides with audio pronunciation and captions

- Do you know your student ID #? - ¿Conoce su número de identificación de estudiante?
- What is your name? - ¿Cuál es su nombre?
- What is your last name? - ¿Cuál es su apellido?
- What is your address? - ¿Cuál es su domicilio?
- You already have a library card because you're a student. - Ya tienes una tarjeta de biblioteca porque eres estudiante.
- Do you want to check this out? - ¿Quiere llevar esto prestado?
- You can take this book out for four weeks. - Puede tomar esto prestado por cuatro semanas.
- The books are due on October 27. - Los libros se vencen el veintisiete de octubre.
- Do you want to return this? - ¿Quiere devolver esto? OR ¿Quiere regresar esto?
- Do you want to renew this? - ¿Quiere renovar esto?

Module Three: Application with Prompts and Guidance (Scenario 6)

Scenario Brief: click to reveal using the same phrases as above.

Application in library: practice using one of these sentences at the library.

Module Four Demonstration (Scenario 7)

Scenario Brief: slides with audio pronunciation and captions

1Q. How many books may I take out? ¿Cuántos libros puedo sacar?

A-1. You may take as many as you can carry. - Puede sacar los que pueda cargar.

A-2. You may take out as many as you like. - Puede sacar los que quiera.

2Q: For how long may I check the books out? ¿Por cuánto tiempo puedo sacar los libros?

A: You may check the books out for 4 weeks. - Puede sacar los libros por cuatro semanas.

3Q. Is the service free? ¿Es gratis el servicio?

A. Yes, it is completely free. - Sí, es completamente gratis.

4Q. How may I reserve this book? ¿Cómo puedo reservar este libro?

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A-2. Yes, there is a copy machine in every department. Sí, hay una copiadora en cada departamento.

9Q. How much do copies cost? ¿Cuánto cuesta cada copia?

B. It is completely free. - es completamente gratis.

10Q. How do I use the internet? ¿Puedo usar el internet?

B. You can log into our computers with your student id. - Puede iniciar sesión en nuestras computadoras con su ID de estudiante.

Module Four: Application with Prompts and Guidance (Scenario 8)

Scenario Brief: hot spot activity using the same phrases as above.

Application in library: with a buddy, practice using one of these conversations in Spanish at the library.

Final Demonstration

Scenario Brief: see above.

Final Application

Scenario Brief: see above.

Real World Application

Practice in a group with our final and only in-person training session. The entire elearning training will be taken asynchronously online, with 4 weeks to complete before final in-person group session where we practice the skills.

Will have a printed job aid with all phrases on hand at the desk.

Check for Component Skills

Use this checklist to ensure that your problem progression incorporates each of the component skills you identified in your task analysis.

In each chart, name each component skill and specify the scenario(s) in which that skill is addressed. Add rows and/or tables as needed.

New skills should appear first in a demonstration, and ideally each skill should appear in at least two applications. Take some time to revise your problem progression if any component skills are missing or underrepresented.

**Component Skill 1:
Welcome and courtesy**

	Tell	Show	Do	Guidance
Problem Scenario	x			
Final Demonstration		x		x

Final Application			x	
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Component Skill 2: Communication about language				
	Tell	Show	Do	Guidance
Problem Scenario	x			
Final Demonstration		x		x
Final Application			x	

Component Skill 3: Library cards and circulation phrases				
	Tell	Show	Do	Guidance
Problem Scenario	x			
Final Demonstration		x		x
Final Application			x	

Component Skill 4: Common library questions with answers				
	Tell	Show	Do	Guidance
Problem Scenario	x			
Final Demonstration		x		x
Final Application			x	

Lesson 4: Learning Objectives

Learning Objectives

Using the ABCD formula, write formal learning objectives aligned with each of the component skills covered in your course.

- **Audience:** Who will achieve the objective?
- **Behavior:** What observable behavior shows mastery of the objective?
- **Condition:** Under what conditions should they be able to perform the behavior?
- **Degree:** Are there additional criteria for acceptable performance (e.g., speed, accuracy, quality)?

A - Library and tutoring staff at CMC library

B - Learners will be able to recognize and attempt to say 40 Spanish phrases

C - in the library with Spanish speaking patrons

D - Learners will be able to say more library phrases in Spanish and attempt 10% more conversations in Spanish with Spanish speakers while at the Library.

Lesson 5: Activation and Enhancement

Structural Framework and Activation

What is the structural framework that shapes the course for your learner? How will you set the scene for your learners – engaging their attention, activating relevant prior knowledge, and providing context for the whole problem?

1. The framework for the course will first **tell** the Spanish language phrases using audio over visual images on a slide deck. The visuals will be engaging and beautifully designed with icons to add a bit of humor and help to visually clue learners to the correct answer.
2. Then, an animated video will play **showing** animated characters using the phrases in a library setting in Spanish. Using Vyond, the animated library characters will act out the phrases learned from step two.
3. Then, the learners will **do** interactive learning using one of the various widgets available in Adobe Captivate: drag-and-drop, click-to-reveal, hot-spots, etc... Modeled after the app Duolingo, learners will practice a variety of learning enhancements such as
4. Finally the learner will be assessed to determine skill set with **guidance** on the correct answers.

Learning Enhancements

Choose 1 or more of the following learning enhancement strategies to use in your course design, if you haven't already. Note which strategies you will add, and specify which

scenarios you will add them to.

- **Elaboration** - the learner will use the Spanish words they learned and expand them into full sentences and phrases.
- **Concrete Examples** - the learner will only use concrete Spanish phrases that are commonly used in the library setting.
- **Dual Coding** - the learner will hear and see the Spanish phrases using audio, text, and visual icons.

Lesson 6: Assessment

Integration

How will you encourage your learners to take their newfound knowledge into their everyday lives?

Choose 2-3 of these integration activities that you'd like to add to your course.

Note which activities you will use, and specify where in your course each activity best fits.

- Ponder Activities
- Stories by the Learners
- Job Aids
- Research Activities

Job aids - A job aid with all 40 Spanish phrases arranged according to the 4 module categories will be printed and laminated and available at the library service desk for quick reference.

Accountability buddy - Each staff member will be encouraged to practice with another staff member for at least 5 minutes a day while on duty at the Library desk.

Assessment

1. **Choose your assessment method = quiz**
2. **Set assessment criteria = n/a**
3. **Design the actual assessment items/questions**

1. At what time of day do you greet someone with "Buenas tardes"?
2. In Spanish, how do you say: "I'm learning to speak Spanish"
3. In English, what does this phrase mean: "Más espacio, por favor"
4. In Spanish, how do you say: "Do you need any help?"
5. What is the Spanish word for "last name"?
6. Translate this sentence to English: ¿Cómo puedo reservar este libro?
7. In Spanish, tell a patron: "The bathroom is by the entrance."
8. In Spanish, ask a patron: "Do you want to return this?"
9. Translate this sentence to English: ¿Dónde están los libros para aprender inglés?
10. In English, what does this phrase mean: "Puede iniciar sesión en nuestras computadoras con su ID de estudiante."

