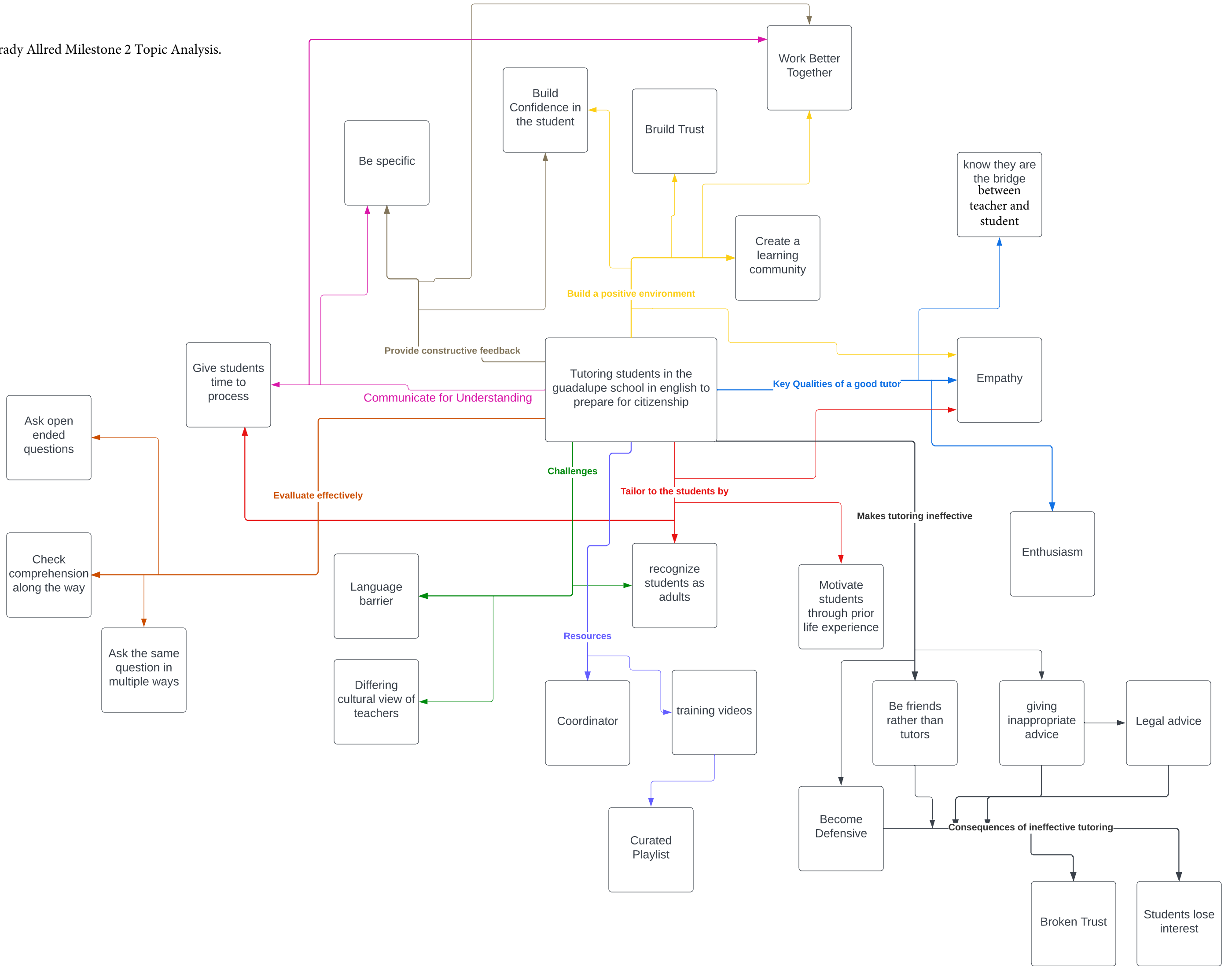


Brady Allred Milestone 2 Topic Analysis.



Procedural Analysis: English Language Tutoring Session
Brady Allred

Step 1: Warmly greet the student.

- Smile and make eye contact.
- Use the student's name.
- Ask the student how they are doing.
- Be genuine and interested in the student's response.

Step 2: Instruct them to sign into their appointment.

- Explain to the student where and how to sign in.
- If the student is new, help them set up an account.
- Ask the student to verify their contact information.

Step 3: Make small talk with the student. Gauge their mood.

- Ask the student about their day or their interests.
- Listen attentively to their responses.
- Pay attention to their body language and tone of voice.
- This will help you to understand their mood and how to best approach the appointment.

Step 4: Ask the student how you can help.

- Be specific and ask open-ended questions.
- For example, instead of asking, "Do you need help with anything?" ask, "What can I do to help you today?" or "What are you hoping to achieve in this appointment?"

Step 5: Remember to employ active listening skills throughout the appointment.

- Pay attention to what the student is saying.
- Make eye contact and nod your head to show you are listening.
- Ask clarifying questions to ensure that you understand.
- Summarize what the student has said to show that you are paying attention.

Step 6: In addressing the student's concern, reference the instruction book for resources.

- If the student has trouble with a specific concept or task, consult the instruction book for additional information and examples.
- Explain the concept or task clearly and concisely.
- Use visuals or demonstrations to help the student understand.

Step 8: Break the problem down into smaller parts.

- If the student struggles to grasp a complex concept or task, break it down into smaller, more manageable steps.
- This will make it easier for the student to understand and learn the material.

Step 9: Ask the student to explain each of the smaller parts.

- This will help you to assess the student's understanding of the material.
- If the student can explain the concepts and tasks in their own words, they understand them.

Step 10: Identify which parts the student does not understand.

- Pay attention to the student's body language, facial expressions, and tone of voice to identify areas where they struggle.
- Ask the student follow-up questions to clarify their understanding.

- If the student cannot explain a concept or task, provide additional instruction and support.

Step 11: Clarify the misunderstood part.

- Provide clear and concise explanations of the misunderstood concepts and tasks.
- Use visuals or demonstrations to help the student understand.
- Be patient and understanding. It may take the student some time to grasp the material.

Step 12: Demonstrate the solution in a larger context.

- Once the student understands the basic concepts and tasks, demonstrate how to apply them in a larger context.
- This will help the student see how the material fits together and can be used to solve real-world problems.

Step 13: Invite the student to lead out in explaining the specific examples in the student's instruction book.

- This is a great way to check the student's understanding of the material and allow them to practice their communication skills.
- Be patient and supportive. The student may make mistakes, but that is part of the learning process.

Step 14: Ask a question to gauge the students understanding.

- Ask the student a question that requires them to think critically and apply what they have learned.
- This will help you to assess the student's overall understanding of the material.

Step 15: Remember to praise the student for success.

- When the student understands a concept or task, be sure to praise them for their hard work and effort.
- This will help to boost their confidence and motivate them to continue learning.

Step 16: Advance to the next part, building off the student's understanding.

- Once the student has mastered the current concept or task, move on to the next one.
- Be sure to build on the student's existing knowledge and skills.
- If the student is struggling, provide additional instruction and support.

Step 17:

- Schedule a return appointment with the student as needed. If no return appointment is necessary, advance to step 21.

Step 18:

- In scheduling a return appointment, ask the student if they would prefer 30 or 45 minutes.

Step 19:

- Collect the student's ID number.

Step 20:

- Provide the student with a return appointment slip.

Step 21:

- Thank and praise the students for coming.

End of Tutoring Session

Critical Incident Analysis: English Language Tutoring

Goal 1: Build a tight community.

Goal 2: Learn together.

Incident: Success, Helping new students see their potential

1. What were the conditions before, during, and after the incident?
 - a. *Where did the incident occur?*
Immigrant Assistance Center (IAC)
 - b. *When did it occur?*
During break time.
 - c. *Who was involved?*
The tutor, the supervisor, the previous cohort of students, and the current cohort.
2. What did you do?
 - a. *What did you do physically?*
The tutor approached the supervisor, the previous cohort of students, and brought the last cohort to the IAC.
 - b. *What did you say and to whom?*
The tutor asked the supervisor for permission, the supervisor gave permission, and the tutor asked the previous cohort to share their experiences with the new cohort. The last cohort accepted, and the previous cohort talked to the new cohort.
 - c. *What were you thinking?*
The tutor and supervisor thought the previous cohorts' experiences would help boost the new cohorts' confidence, the last cohort thought they could help give the new cohort hope, and the new cohort thought they were a part of the community and could succeed despite the difficulty.
3. *How did this incident help you reach or prevent you from reaching your goal?*
This incident helped achieve both goals because they worked together as a community and grew closer as they learned about their potential.

Incident: Success, Presenting student's concerns to their supervisor.

1. What were the conditions before, during, and after the incident?
 - a. *Where did the incident occur?*
The supervisor's office.
 - b. *When did it occur?*
After a tutoring session that was difficult for the student.
 - c. *Who was involved?*
The tutor, the student, and the supervisor.
2. What did you do?
 - a. *What did you do physically?*
The student approached the tutor, the tutor approached the supervisor, and the supervisor approached the student.
 - b. *What did you say and to whom?*
The student told the tutor about one of their concerns surrounding learning English. The tutor approached the supervisor to relay that concern. The supervisor approached the student to get an additional perspective and provide extra support.

- c. *What were you thinking?*
The student thought that they needed more help, the tutor thought the supervisor could provide more support in addressing the student's concern, and the supervisor thought she was glad the tutor came to her and could help.
- 3. *How did this incident help you reach or prevent you from reaching your goal.*
This incident helped achieve both goals because it fostered a situation in which the student was building a better relationship with the tutor, the tutor with the supervisor, and the student, thus coming closer together as a community and removing a block from learning.

Incident: Failure, Presenting students with inappropriate advice.

- 1. What were the conditions before, during, and after the incident?
 - a. *Where did the incident occur?*
Outside of the classroom.
 - b. *When did it occur?*
After IAC operating hours.
 - c. *Who was involved?*
A student and a Tutor.
- 2. What did you do?
 - a. *What did you do physically?*
The student and tutor were socializing outside the IAC environment, and the student approached the tutor.
 - b. *What did you say and to whom?*
The student requested legal advice on the citizenship process regarding their ability to leave the country; the student googled the answer and offered some advice.
 - c. *What were you thinking?*
The student thought the tutor was likely to have accurate information about the citizenship process in the context of their specific concern, and the tutor thought they were helping.
- 3. *How did this incident help you reach or prevent you from reaching your goal*
The incident prevented them from reaching their goals because while fostering a community and their relationship, they were not promoting correct learning.

Incident: Failure, Spending too much time celebrating.

- 1. What were the conditions before, during, and after the incident?
 - a. *Where did the incident occur?*
The IAC classroom.
 - b. *When did it occur?*
During break time and into class time after a student successfully completed an interview.
 - c. *Who was involved?*
The students and the tutors.
- 2. What did you do?
 - a. *What did you do physically?*
The students and the tutors celebrated with pizza for longer than the permitted break time.
 - b. *What did you say and to whom?*
The students told the tutors about their success, and the tutors offered a celebration and did not dismiss the celebration after a permissible amount of time.

c. *What were you thinking?*

The students and tutors both thought that they should mark the occasion and that it wouldn't do any harm to extend the celebration.

3. *How did this incident help you reach or prevent you from reaching your goal*

This incident prevented them from reaching their goals because while it helped build up the community and the relationship between the tutors and the students, it kept the students from using their time to learn new concepts and the tutors from performing their job functions.

INSTRUCTIONAL STRATEGY WORKSHEET

GOAL ANALYSIS

Learning Outcome	Classification
Identify who to talk to if they have questions.	Verbal Information
Comfortably use technology to learn new content.	Psychomotor Skills
Explain course content to others.	Intellectual Skills
Apply active listening skills when interacting with students.	Intellectual Skills
Tailor instruction to the individual learner.	Intellectual Skills

SUBORDINATE SKILLS

Learning Outcome: Identify who to talk to if they have questions.	Learning Outcome: Comfortably use technology to learn new content.
Classification: Verbal Information	Classification: Psychomotor Skills
Subordinate Skills: - Speak English	Subordinate Skills: - Own a computer - Be able to access the LMS
Learning Outcome: Comprehend course content enough to be able to teach others.	Learning Outcome: Apply active listening skills when interacting with students.
Classification: Intellectual Skills	Classification: Intellectual Skills
Subordinate Skills: - Access course content - Be confident in the English language	Subordinate Skills: - Understand conversational norms - Be confident in the English language
Learning Outcome: Tailor instruction to the individual learner.	
Classification: Intellectual Skills	
Subordinate Skills: - Be able to understand a student's concerns - Be able to identify where a student needs correction	

SEQUENCING

Concrete to abstract. Students will first learn to identify who to go to for questions; this is simple recall. Then, the students will learn to use the technology to the point that they can access course content on their own, still a concrete skill. Third, the students will learn the content of the training well enough to be able to explain it to others. Next, the students will develop active listening skills to be able to foster connections with students. Lastly, the students will learn to tailor instructions to individual learners in their specific circumstances, which will require applying all previous skills.

LEARNING OUTCOME: IDENTIFY WHO TO TALK TO IF THEY HAVE QUESTIONS.

Event	How will the outcome include the event?
Gain Attention	Provide a scenario where the student doesn't know the answer to a student's question during an appointment. Then, pose the question: Who

	do I talk to when I don't know what to do? Get responses from students for possible answers.
Inform The Student of the Learning Outcome	Explain by the end of this module, they will be able to identify who to talk to if they have questions.
Stimulate Recall of Prerequisites	N/A
Present the Material	Display a list of IAC employees with their pictures, names, and responsibilities.
Provide Learning Guidance	Deploy and explain an instructional matching game that requires the student to match the IAC employee to their responsibilities, then require the student to write the name of the individual next to the responsibility.
Elicit the Performance	Present the student with a scenario in which they need to ask someone else in the IAC a question and require them to select who would be best to ask.
Assess Performance	Require students to achieve a 100% score and allow them to try again as often as necessary.
Enhance Retention and Transfer	Provide students with a printed list that they can reference in the future.

LEARNING OUTCOME: COMFORTABLY USE TECHNOLOGY TO LEARN NEW CONTENT.

Event	How will the outcome include the event?
Gain Attention	Inform students that they will need to be able to access the course content in order to retain their positions and become effective tutors. Invite an advanced tutor to share their experience with the technology.
Inform The Student of the Learning Outcome	Explain the student will be able to access the content on their own by the end of the module.
Stimulate Recall of Prerequisites	Request students pull out their computers and open up the LMS. Help students who are unable to find the site.
Present the Material	Project the screen onto a wall and demonstrate how to navigate each aspect of the course content.
Provide Learning Guidance	Allow the students time to navigate the course content on their own for a short time and answer potential questions.
Elicit the Performance	Pose a series of questions to the students regarding navigating and interacting with specific portions of the course content.
Assess Performance	Require each student to demonstrate to an instructor or certified person that they can access all content comfortably.
Enhance Retention and Transfer	Update course content periodically to allow students more opportunities to utilize their technology. Reassure students that asking for help in the future is completely acceptable and much preferable over skipping content.

LEARNING OUTCOME: EXPLAIN COURSE CONTENT TO OTHERS.

Event	How will the outcome include the event?
Gain Attention	Explain to the student the importance of their role in helping others attain their goals and dreams. Provide an example of a success story and how the tutor was able to help.
Inform The Student of the Learning Outcome	Inform the student that this is why they must be able to explain the content to others.

Stimulate Recall of Prerequisites	Content posted in the LMS is accessible through technology.
Present the Material	Layout content in individual modules, beginning with concrete material such as grammar and English skills, to more abstract material such as how to tailor instruction to a student.
Provide Learning Guidance	Provide instruction for all content in each module before requiring the student to demonstrate their comprehension of the content in the module.
Elicit the Performance	Require the student to undergo an assignment in each module applying the content of that specific module.
Assess Performance	Require the student to perform a short answer assessment at the end of each module on the content of that specific module and a short personal reflection on their understanding.
Enhance Retention and Transfer	Require students to become recertified in course content each year. Keep modules accessible for students to return to study and reference.

LEARNING OUTCOME: APPLY ACTIVE LISTENING SKILLS WHEN INTERACTING WITH STUDENTS.

Event	How will the outcome include the event?
Gain Attention	Provide students with an example from a previous IAC student who was helped because their tutor listened.
Inform The Student of the Learning Outcome	Explain to the students that they will need to employ active listening skills to be able to help the people they work with effectively.
Stimulate Recall of Prerequisites	Remind students that conversational norms can vary across cultures.
Present the Material	Present the students with examples of the various skills of active listening, then pair the students with an advanced tutor to observe the advanced tutor employ those skills.
Provide Learning Guidance	Require the advanced tutor and the student to review each appointment after the fact and roleplay similar circumstances to allow the student to practice various skills.
Elicit the Performance	Allow the student and tutor to begin alternating appointment sessions where the student leads out with the tutor providing assistance.
Assess Performance	Allow the student to lead out in all appointment sessions for the day with the advanced tutor shadowing, but no longer assisting except to provide feedback between sessions. Have the student provide a short personal reflection of their performance at the end of the day.
Enhance Retention and Transfer	Require one session a month to be shadowed by a supervisor to provide feedback.

LEARNING OUTCOME: TAILOR INSTRUCTION TO THE INDIVIDUAL LEARNER.

Event	How will the outcome include the event?
Gain Attention	Remind the students that each client has individual needs and provide an example of tailored instruction resulting in success.
Inform The Student of the Learning Outcome	Present the student with an overview of the previous learning outcomes and explain that the final learning outcome is a culmination of the ones before.
Stimulate Recall of Prerequisites	Require students to take a brief multiple-choice assessment to remind them of the previous learning outcomes and their importance.
Present the Material	Demonstrate the record-keeping process after several appointments and indicate how they can present a pattern that can assist with addressing specific challenges that specific clients face.
Provide Learning Guidance	Allow the student to collaborate with an advanced tutor in keeping records and formulating a plan for specific clients based on their needs.

Elicit the Performance	Allow the students to create plans for their own clients in consultation with an advanced tutor.
Assess Performance	Review the progress of a student's client over the course of 3 weeks to see if the student-implemented plan of instruction has been effective.
Enhance Retention and Transfer	Supervisors provide feedback and corrections as needed regarding client notes.

ADDRESS MOTIVATION

ARCS MODEL

Major Categories and Definitions	Process Questions	Ideas for Addressing the Category
ATTENTION Capturing the interest of learners; stimulating the curiosity to learn.	How can I make this learning experience stimulating and interesting?	Require the learner to actively engage with the content and apply their skills in real situations and circumstances.
RELEVANCE Meeting the personal needs/goals of the learner to effect a positive attitude.	In what ways will this learning experience be valuable for students?	Provide frequent examples of success stories in helping clients learn the language and how that has impacted their lives.
CONFIDENCE Helping the learners believe/feel that they will succeed and control their success.	How can I, via instruction, help students succeed and allow them to control their success?	Provide positive feedback and correction when needed, and frequently reassure students that they will be mentored as long as necessary.
SATISFACTION Reinforcing accomplishment with rewards (internal and external).	What can I do to help the students feel good about their experience and desire to continue learning?	Ask students to submit a weekly example of one way they were able to help a client or have seen progress in their training. Shout out students successes to the larger group periodically.

Table based on Keller, J. M. (2009). *Motivational design for learning and performance: the ARCS model approach*: Springer Science & Business Media.

This worksheet is based on

Hill, J., Jordan, L. (nd). *Experiential Learning in Instructional Design and Technology*. Alabama Open Publishing House at Troy University. Retrieved February 2023.

<https://pressbooks.pub/experientiallearningininstructionaldesignandtechnology/>

High-Fidelity offline portion

Brady Allred

Learning Outcome 1: “Comfortably use technology to learn new content.”

1. Inform students that they will need to be able to access the course content in order to retain their positions and become effective tutors. Learning outcomes 2 and 3 will be online in their entirety, and learning outcomes 4 and 5 will be online in large portions. Explain that this content is best accessed through a laptop or similar device because of the interactive elements in the course. Invite an advanced tutor to share their experience with the technology.
2. Request students pull out their computers and open up the LMS. Help students who are unable to find the site. Project the screen onto a wall and demonstrate how to navigate each aspect of the course content.(IE, where to click, what each piece of information is asking for, where to find that information, etc. Assume that they know less than you think about computer usage, but avoid condescension).
3. Students will navigate through the online content and answer a short, simple quiz asking if they have been able to access the course and submit any specific questions. Allow the students time to navigate the course content on their own for a short time and answer potential questions—transition to learning outcome 2.

Learning Outcome 2: “Identify who to talk to if they have questions.” All Online

1. Present scenario where a student asks a tutor how to switch their tutoring appointment time next week, but Jeremy doesn't know. Then, pose the question: Who do I talk to when I don't know what to do?
2. Introductory cards for supervisors, staff, senior tutors, and anyone who can provide just-in-time information.
3. Deploy and explain an instructional matching game that requires the student to match the IAC employee to their picture to teach them who they are.
4. Have students match the name to the person responsible for teaching them who can answer their questions.
5. Provide students with a printed directory containing a brief description of each individual's specialties and responsibilities that they can reference in the future.
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Learning Outcome 3 “Demonstrate the ability to assess the English language proficiency level of non-native speakers.” All Online

1. Explain to The students the importance of learning to assess English Language proficiency. Inform the student they must be able to assess non-native speakers' English language proficiency level.
2. Divide the content into examples of beginning, intermediate, and advanced speakers. Provide instruction on distinguishing a beginning English speaker from an advanced English speaker.

Allow the students to indicate how comfortable they feel with the assessment for themselves before moving on. If uncomfortable, require them to seek individual assistance.

3. Require the student to assess two examples on their own in simulation assessments. Provide feedback with an explanation of the correct answer.

Learning Outcome 4: Apply active listening skills when interacting with students.” Online

1. Present students with the case of a tutor who knew how to help a student because he actively listened to them. Explain to the students that they will need to employ active listening skills to help the people they work with effectively.

2.. Present the students with examples of the various active listening skills. Inform them they will be paired with an advanced tutor to help them develop and implement active listening skills.

3. Remind students that conversational norms can vary across cultures through an interactive exploratory simulation.

Live

1. Require the advanced tutor and the student to review each appointment after the fact and roleplay similar circumstances to allow the student to practice various skills.

2. Allow the student and tutor to begin alternating appointment sessions where the student leads out with the tutor assisting.

3. Allow the student to lead out in all appointment sessions for the day with the advanced tutor shadowing but no longer assisting except to provide feedback between sessions. Have the student give a short personal reflection of their performance at the end of the day.

Learning Outcome 5: “Develop lesson plans that are tailored to the individual needs of non-native speakers.” Online

1. Remind the students that each client has individual needs. Present the student with an overview of the previous learning outcomes and explain that the final learning outcome to develop a tailored lesson plan is a culmination of the ones before.

2. Demonstrate how to create a lesson plan through online video. Have the student practice a scenario; Richard has just had his onboarding assessment with Martin and needs to create a lesson plan for his upcoming appointment.

3. Have the tutor create a lesson plan for Jenny. Provide details about Jenny and a copy of the lesson plan document for the student to complete.

<https://docs.google.com/document/d/11QJSZUoiyKB1Amuxtzh2rlwsp3tSV9P1GvaGcKO1srs/copy?usp=sharing>

4. Transition to mento tutor work.

Live

1. Allow the student to collaborate with an advanced tutor in keeping records and formulating a plan for specific clients based on their needs.

2. Allow the students to create plans for their clients in consultation with an advanced tutor.

3. Review the progress of a student's client over three weeks to see if the student-implemented plan of instruction has been effective.

The Dream Team of The Immigrant Assistance Center:

1. **Dr. Akilah Adebayo, Director of Curriculum and Pedagogy:**

- A linguistics professor with an infectious passion for language acquisition.
- Crafts dynamic and culturally relevant curriculum for all proficiency levels.
- Leads professional development for teachers, ensuring innovative and effective teaching methods.
- Champions research on best practices in ELL education and integrates findings into the curriculum.



2. **Mr. Eduardo Sanchez, Head of Student Engagement and Community Outreach:**

- A former ESL teacher with a knack for building rapport and creating a welcoming atmosphere.
- Plans and oversees engaging social events and cultural activities to foster connections within the student body.
- Liaises with community organizations to create internship and volunteer opportunities for students.
- Manages social media platforms and marketing campaigns to attract new students and build community partnerships.



3. **Ms. Priya Kapoor, Technology Integration Specialist:**

- A tech-savvy guru who seamlessly blends technology into the learning experience.
- Develops interactive online learning modules and games to support independent practice and skill building.
- Provides training and support to teachers in using digital tools and educational apps for effective instruction.
- Manages the center's IT infrastructure and ensures the smooth operation of online learning platforms.



4. **Ms. Maria Rodriguez, Academic Advisor and Career Counselor:**

- A dedicated mentor with a keen eye for student potential and individual needs.
- Provides academic guidance and support to help students achieve their learning goals.
- Assists students in developing personalized study plans and setting SMART goals.
- Offers career counseling and workshops to prepare students for professional success in English-speaking environments.



5. **Mr. Charles Thompson, Business Manager and Operations Lead:**

- A financial wizard who ensures the center runs smoothly and sustainably.
- Oversees budgeting, marketing, and other administrative tasks.
- Manages staff schedules and payroll.
- Maintains a positive and efficient learning environment through facilities management and upkeep.



○

This diverse team, united by their passion for language and student success, would create a vibrant and supportive environment for English language learners to thrive. They bring expertise, cultural sensitivity, and enthusiasm to every aspect of the center's operation, making The Immigrant Assistance Center a beacon of opportunity for anyone seeking to navigate the world of English.

Lesson Plan Template for English Language Learners

General Information:

- **Lesson Title:**
- **Grade Level/Unit:**
- **Target Language Skills:** (Listening, Speaking, Reading, Writing)
- **Estimated Time:**
- **Materials:**

Learning Objectives:

- **Language Objectives:** (Specific language structures, vocabulary words, and grammatical concepts to be addressed)
- **Content Objectives:** (Knowledge or skills students will gain related to the topic)
- **Affective Objectives:** (Attitudes and values students will develop through the lesson)

Instructional Procedures:

- **Warm-up/Review (5-10 minutes):**
 - Activate prior knowledge related to the lesson topic.
 - Review key vocabulary or grammar concepts from previous lessons.
 - Use visuals, gestures, and realia to support comprehension.
- **Presentation/Modeling (10-15 minutes):**
 - Introduce the new language structures, vocabulary words, or grammatical concepts through clear and engaging explanations.
 - Use visuals, audio recordings, or role-playing to demonstrate the target language in context.
 - Provide opportunities for students to ask questions and clarify any doubts.
- **Guided Practice (15-20 minutes):**
 - Provide scaffolded activities for students to practice using the new language in controlled settings.
 - Use pair work, small group work, or whole-class activities to promote interaction and collaboration.
 - Offer immediate feedback and support to help students apply the new language accurately.
- **Independent Practice (20-25 minutes):**
 - Provide differentiated activities that cater to various learning styles and levels of proficiency.
 - Encourage students to apply the new language in more creative and independent ways.
 - Allow students to choose the format of their work (writing, speaking, drawing, etc.).
- **Closure/Review (5-10 minutes):**
 - Summarize the key points covered in the lesson.
 - Have students reflect on their learning and what they found challenging.

- Preview the next lesson or provide a short wrap-up activity.

Assessment:

- **Formative Assessment:** (Observe students during activities, collect informal feedback, check for understanding)
- **Summative Assessment:** (Quiz, writing assignment, project presentation)

Differentiation:

- How will you adapt the lesson for students with different learning needs and proficiency levels?
- What additional resources or supports will you provide for struggling learners?
- How will you challenge advanced learners to extend their learning?

Reflection:

- What went well in the lesson?
- What could you improve for next time?
- How did the students respond to the activities?
- Did the lesson effectively meet the learning objectives?

Additional Notes:

- This template is a guide and can be adapted to fit the specific needs of your students and curriculum.
- Be sure to consider the cultural backgrounds and experiences of your ELL students when planning your lessons.
- Make the learning environment fun and engaging to keep students motivated.

Jenny Persona:

Jenny: Aspiring Storyteller with a Musical Twist

Background:

Age: 18

Nationality: Korean

Education: Recent high school graduate

English Skill Level: Intermediate (B2 on CEFR)

Strengths:

Highly motivated: Jenny is passionate about learning English and eager to improve her skills. She sets ambitious goals and thrives on challenges.

Strong written comprehension: Jenny excels at understanding written English, particularly novels and song lyrics. This provides a solid foundation for further language development.

Creativity and musicality: Jenny writes short stories and plays guitar, often incorporating English lyrics into her songs. This creative outlet can be leveraged to make learning engaging and interactive.

Challenges:

Speaking confidence: Jenny hesitates to speak English publicly, often relying on written communication. Working on her pronunciation and fluency would greatly benefit her.

Grammar and vocabulary acquisition: While understanding complex texts, Jenny sometimes struggles with applying grammatical rules and expanding her active vocabulary in spoken English.

Cultural awareness: Certain idioms and humor might be lost on Jenny, leading to misunderstandings. Incorporating cultural nuances into the lesson plan could be helpful.

Learning Goals:

Increase fluency and confidence in spoken English through practice exercises, role-playing, and discussions.

Improve grammar accuracy through targeted exercises and personalized feedback.

Expand active vocabulary related to her interests (storytelling, music) and daily life.

Enhance cultural awareness by incorporating relevant references and discussions into lessons.

High Fidelity Prototype

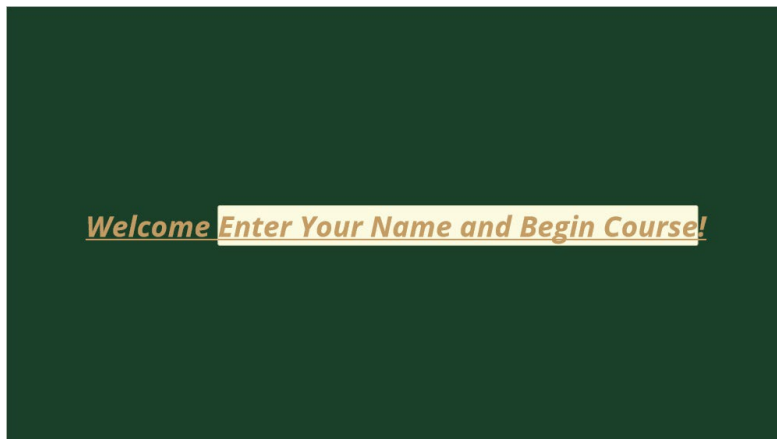
1. IAC Training

1.1 Welcome



Notes:

Hello! (Slide Layer)



1.2 Learning Outcome 1

(True/False, 10 points, 1 attempt permitted)

Learning Outcome 1: The student will be able to comfortably use technology to learn new content

I understand how to navigate the LMS and have been signed off by a supervisor.

- True
 False

Do you have any questions that you would like to address one on one with a supervisor?

Send

Correct	Choice
X	True
	False

Feedback when correct:

Awesome!

Feedback when incorrect:

Sorry, make sure you have been signed off by a supervisor to proceed to the next phase of the online portion of the training.

Notes:

Correct (Slide Layer)

Learning Outcome 1: The student will be able to comfortably use technology to learn new content

I understand how to... supervisor.

True
 False

Do you have any questions that you would like to address one on one with a supervisor?

Correct
Awesome!

Continue

Send

Incorrect (Slide Layer)

Learning Outcome 1: The student will be able to comfortably use technology to learn new content

I understand how to... supervisor.

True
 False

Do you have any questions that you would like to address one on one with a supervisor?

Incorrect
Sorry, make sure you have been signed off by a supervisor to proceed to the next phase of the online portion of the training.

Continue

Send

Feedback (Slide Layer)

Learning Outcome 1: The student will be able to comfortably use technology to learn new content

I understand how to... supervisor.

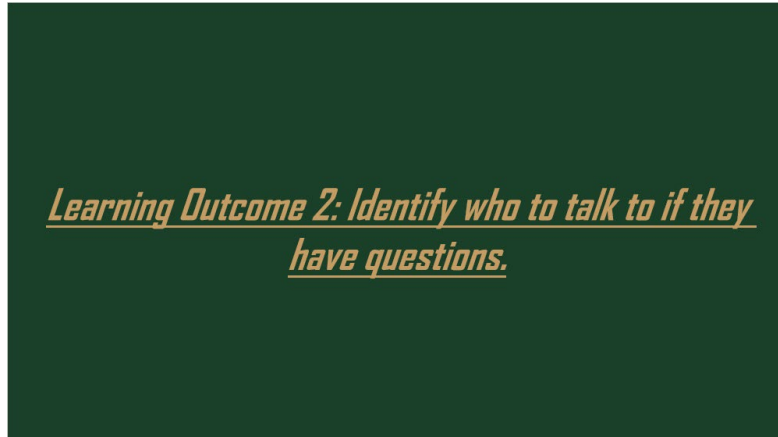
True
 False

Do you have any questions that you would like to address one on one with a supervisor?

Thank you! Your question has been submitted to the instructor and they will reach out to you shortly.

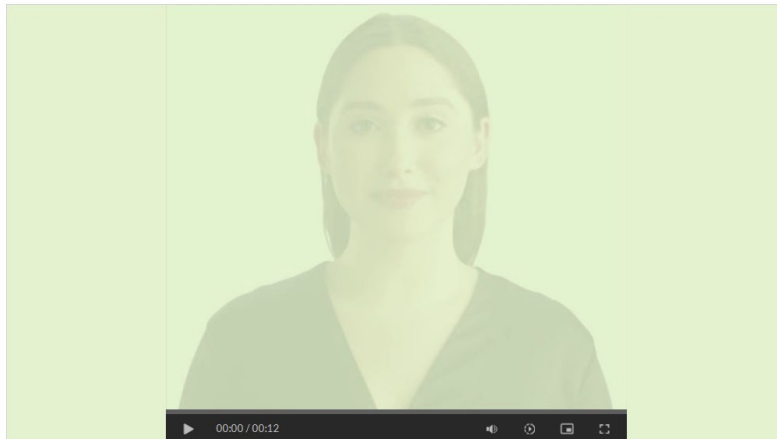
Send

1.3 lo2



Notes:

Talking head (Slide Layer)



Brandon (Slide Layer)



1.4 Cards

Select each staff member to learn more about their role in the company and what kind of help they could provide new tutors.

Dr. Akilah Adebayo Ms. Priya Kapoor Mr. Charles Thompson Mr. Eduardo Sanchez Ms. Maria Rodriguez

A row of five circular portrait photos of staff members, each with a reflection below it. From left to right: a woman in a white blazer, a woman in a yellow top, a man in a blue jacket, a man in a dark shirt, and a woman in a grey top.

Akilah (Slide Layer)

Dr. Akilah Adebayo, Director of Curriculum and Pedagogy:

- A linguistics professor with an infectious passion for language acquisition.
- Crafts dynamic and culturally relevant curriculum for all proficiency levels.
- Leads professional development for teachers, ensuring innovative and effective teaching methods.
- Champions research on best practices in ELL education and integrates findings into the curriculum.

Select each staff member to learn their role in the company and what they could provide new tutors.

Dr. Akilah Adebayo Ms. Priya Kapoor Mr. Charles Thompson Mr. Eduardo Sanchez Ms. Maria Rodriguez

A large portrait of Dr. Akilah Adebayo, a woman with long brown hair wearing a white blazer, standing with her arms crossed. Below it is a row of five circular portrait photos of staff members, each with a reflection below it. From left to right: a woman in a white blazer, a woman in a yellow top, a man in a blue jacket, a man in a dark shirt, and a woman in a grey top.

Edward (Slide Layer)

Mr. Eduardo Sanchez, Head of Student Engagement and Community Outreach:

- A former ESL teacher with a knack for building rapport and creating a welcoming atmosphere.
- Plans and oversees engaging social events and cultural activities to foster connections within the student body.
- Liaises with community organizations to create internship and volunteer opportunities for students.
- Manages social media platforms and marketing campaigns to attract new students and build community partnerships.



Dr. Akitah Adebayo Ms. Priya Kapoor Mr. Charles Thompson Mr. Eduardo Sanchez Ms. Maria Rodriguez



Maria (Slide Layer)

Ms. Maria Rodriguez, Academic Advisor and Career Counselor:

- A dedicated mentor with a keen eye for student potential and individual needs.
- Provides academic guidance and support to help students achieve their learning goals.
- Assists students in developing personalized study plans and setting SMART goals.
- Offers career counseling and workshops to prepare students for professional success in English-speaking environments.



Dr. Akitah Adebayo Ms. Priya Kapoor Mr. Charles Thompson Mr. Eduardo Sanchez Ms. Maria Rodriguez



Thompson (Slide Layer)

Mr. Charles Thompson, Business Manager and Operations Lead:

- A financial wizard who ensures the center runs smoothly and sustainably.
- Oversees budgeting, marketing, and other administrative tasks.
- Manages staff schedules and payroll.
- Maintains a positive and efficient learning environment through facilities management and upkeep.



Dr. Akitah Adebayo Ms. Priya Kapoor Mr. Charles Thompson Mr. Eduardo Sanchez Ms. Maria Rodriguez



Pryia (Slide Layer)

Ms. Priya Kapoor, Technology Integration Specialist:

- A tech-savvy guru who seamlessly blends technology into the learning experience.
- Develops interactive online learning modules and games to support independent practice and skill building.
- Provides training and support to teachers in using digital tools and educational apps for effective instruction.
- Manages the center's IT infrastructure and ensures the smooth operation of online learning platforms.



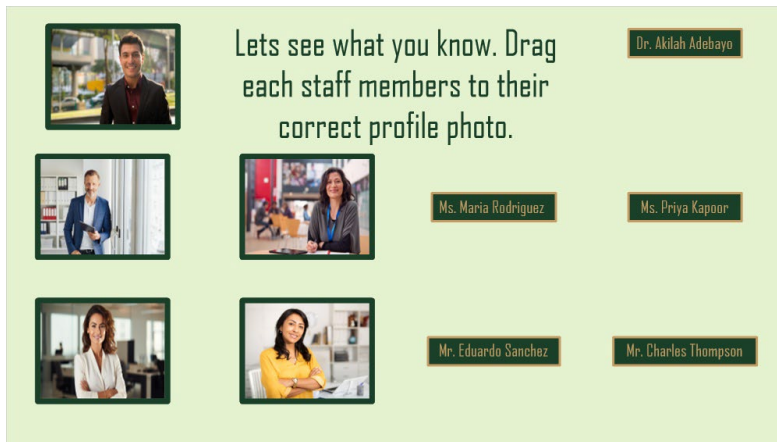
Dr. Akilah Adebayo Ms. Priya Kapoor Mr. Charles Thompson Mr. Eduardo Sanchez Ms. Maria Rodriguez



1.5 Lets see what you know. Drag each staff members to their correct profile photo.

(Drag and Drop, 10 points, 1 attempt permitted)

Lets see what you know. Drag each staff members to their correct profile photo.



Dr. Akilah Adebayo

Ms. Maria Rodriguez Ms. Priya Kapoor

Mr. Eduardo Sanchez Mr. Charles Thompson

Drag Item	Drop Target
Mr. Charles Thompson	Thompson 1
Mr. Eduardo Sanchez	Edward 1
Ms. Maria Rodriguez	Maria 1
Ms. Priya Kapoor	Priyah 1
Dr. Akilah Adebayo	Akiah 1

Drag and drop properties

Snap dropped items to drop target (Stack random)

Delay item drop states until interaction is submitted

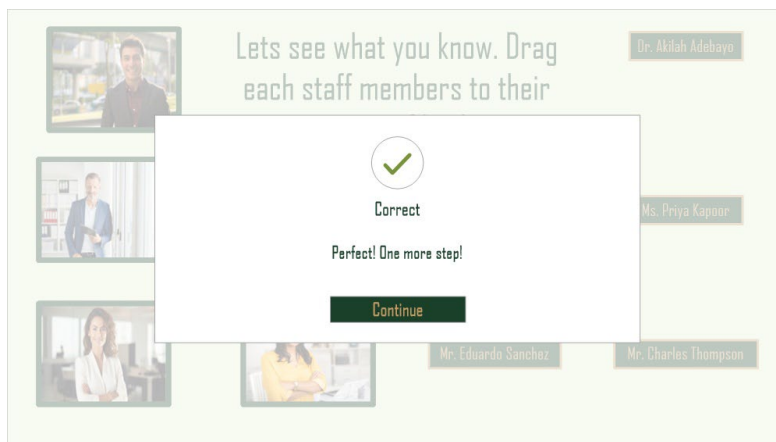
Feedback when correct:

Perfect! One more step!

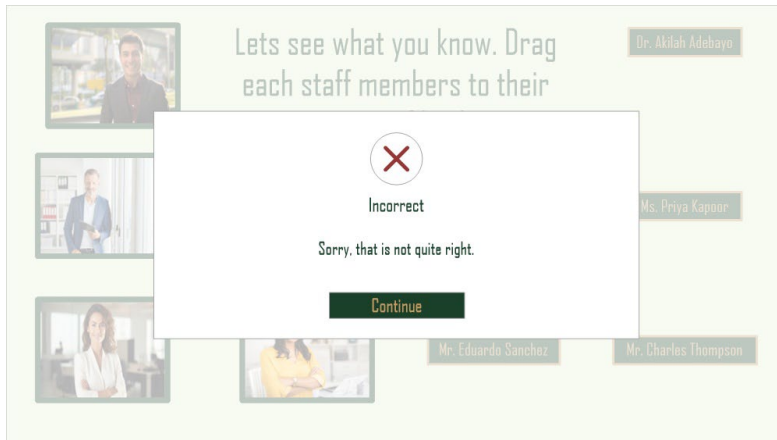
Feedback when incorrect:

Sorry, that is not quite right.

Correct (Slide Layer)



Incorrect (Slide Layer)



1.6 Great! Now, match each staff member to their correct title.

(Matching Drag-and-Drop, 10 points, 1 attempt permitted)



Correct	Choice
Dr. Akilah Adebayo	Director of Curriculum and Pedagogy
Mr. Eduardo Sanchez	Head of Student Engagement and Community Outreach
Ms. Priya Kapoor	Technology Integration Specialist
Ms. Maria Rodriguez	Academic Advisor and Career Counselor
Mr. Charles Thompson	Business Manager and Operations Lead

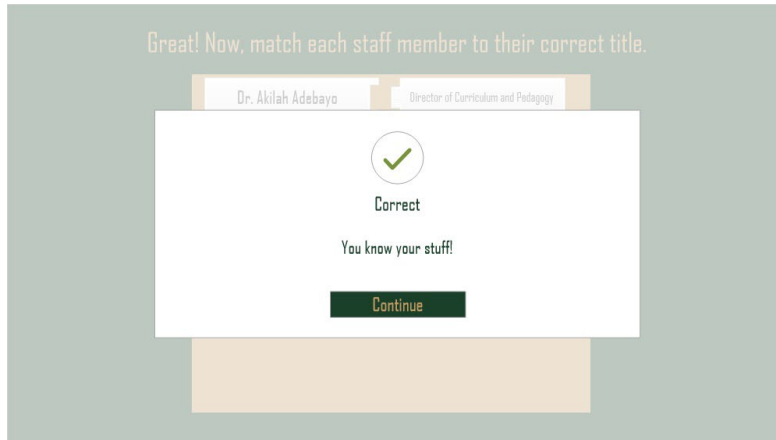
Feedback when correct:

You know your stuff!

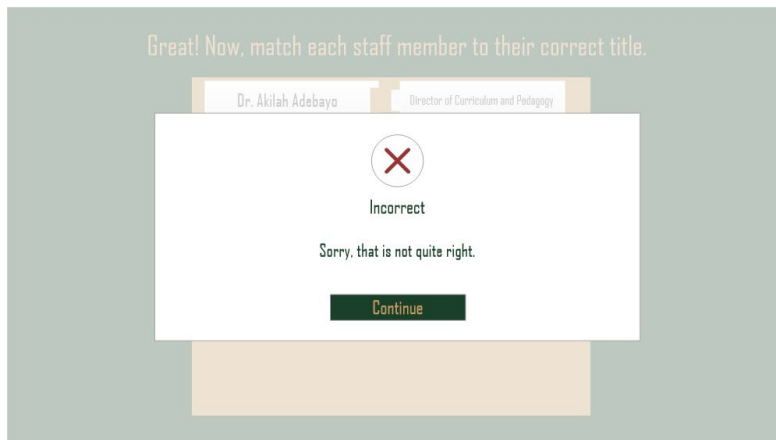
Feedback when incorrect:

Sorry, that is not quite right.

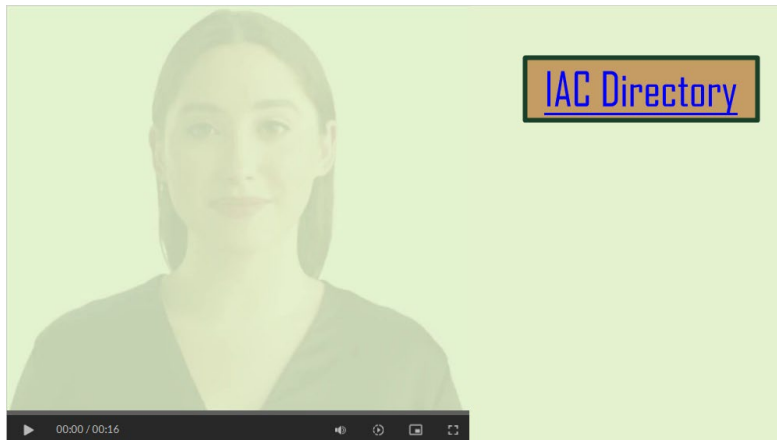
Correct (Slide Layer)



Incorrect (Slide Layer)

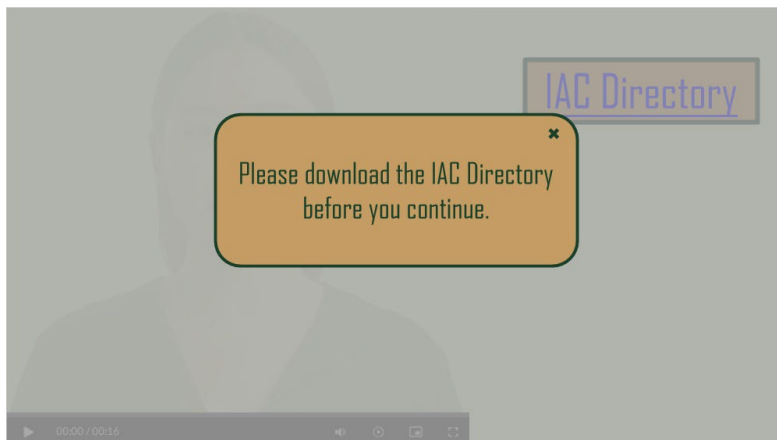


1.7 Directory

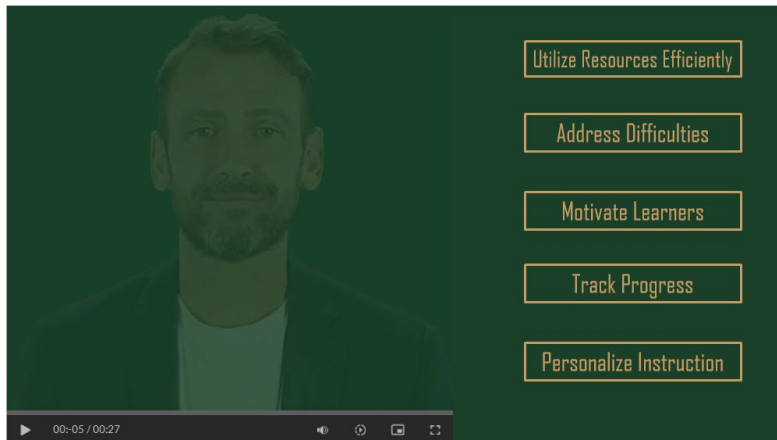


Notes:

Feedback (Slide Layer)

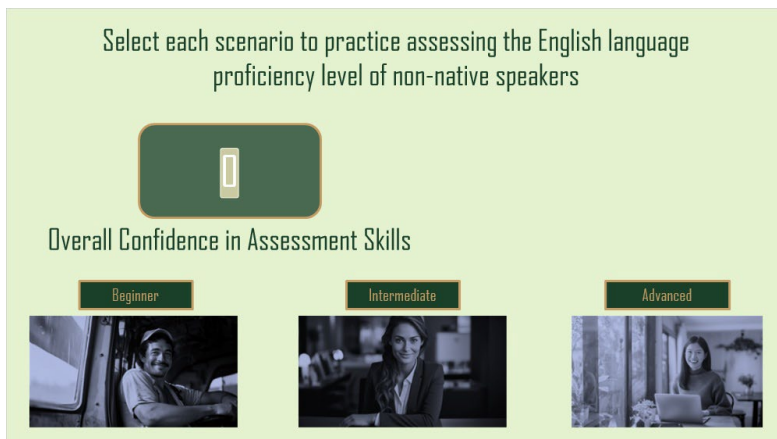


1.8 Lo3



Notes:

1.9 Scenario



Beginner (Slide Layer)


It can seem relatively easy to assess a beginners level understanding of the english language. an example may look like this:

Beginner: Uh, hello... (points at car and makes pumping motion with hand) Gas... empty... (points towards highway) This way? Where stop?

You: (nods understandingly) Yes, your car is out of gas! Don't worry, there's a rest stop coming up soon on this highway. It's about (number) miles away. Just keep going straight and you'll see it on the right side.

How confident do you feel you can identify a beginner level English Speaker on a scale of 1 to 5 with, 1 being not confident at all and 5 being completely confident.

1 2 3 4 5



Advanced (Slide Layer)

It will begin to sound more natural when speaking to someone who is now an advanced english speaker. They may say


"I really enjoyed talking to you today! Would it be alright if I came back next week to chat some more?"

"Wow, we lost track of time! I'd love to pick up where we left off next week, if you're free."

"This week wasn't enough to cover everything! Maybe we could meet again next week and continue the conversation?"

How confident do you feel you can identify an advanced level English Speaker on a scale of 1 to 5 with, 1 being not confident at all and 5 being completely confident.

1 2 3 4 5



Intermediate (Slide Layer)

Intermediate level speakers are likely a little bit more difficult to assess than beginner level, as sometimes we make more assumptions about their level of comprehension. Some examples of things they may say are:

"English better from talk! Help me practice again next week?"

"Talk help learn. You help again next week?"

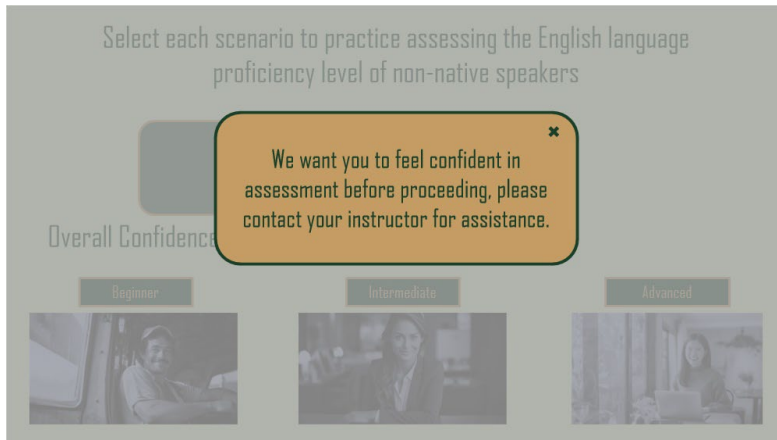
"Still practice talking. Meet next week. speak more?"

How confident do you feel you can identify an intermediate level English Speaker on a scale of 1 to 5 with, 1 being not confident at all and 5 being completely confident.

1 2 3 4 5

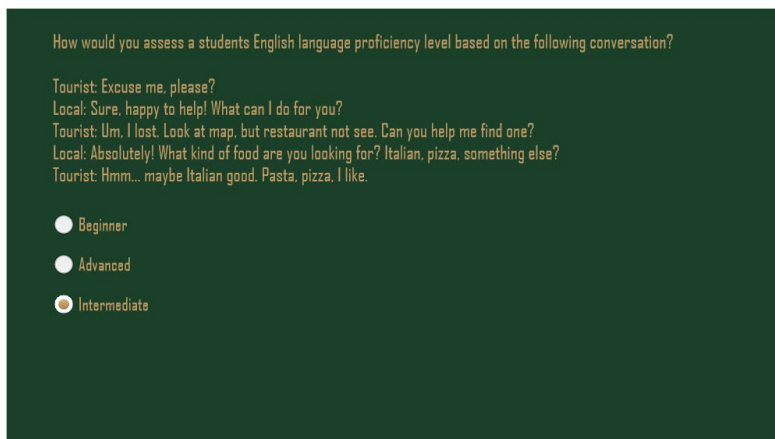


Feedback (Slide Layer)



1.10 How would you assess a students English language proficiency level based on the following conversation? Tourist: Excuse me, please? Local: Sure, happy to help! What can I do for you? Tourist: Um, I lost. Look at map, but restaurant not see. Can you help me find one? Local: Absolutely! What kind of food are you looking for? Italian, pizza, something else? Tourist: Hmm... maybe Italian good. Pasta, pizza, I like.

(Multiple Choice, 10 points, 1 attempt permitted)



Correct	Choice
	Beginner
	Advanced

Correct	Choice
X	Intermediate

Feedback when correct:

That's right! This student would likely be an intermediate level speaker.

Feedback when incorrect:


Sorry, that is not quite right. This student would be a good example of an intermediate level speaker.

Correct (Slide Layer)

How would you assess a student's English language proficiency level based on the following conversation?

Tourist: Excuse me, please?
Local: Sure, happy to help! What can I do for you?
Tourist: Um, I lost my bag.
Local: Absolutely!
Tourist: Hmm... maybe you can help me find it?

Beginner
 Advanced
 Intermediate



Correct
That's right! This student would likely be an intermediate level speaker.
[Continue](#)

Incorrect (Slide Layer)

How would you assess a student's English language proficiency level based on the following conversation?

Tourist: Excuse me, please?
Local: Sure, happy to help! What can I do for you?
Tourist: Um, I lost my bag.
Local: Absolutely!
Tourist: Hmm... maybe you can help me find it?

Beginner
 Advanced
 Intermediate


Incorrect
Sorry, that is not quite right. This student would be a good example of an intermediate level speaker.
[Continue](#)

1.11 How would you assess a student's English language proficiency level based on the following conversation? Type in the box below. Tourist: Lost! Help! (Gestures towards sign) Big words, not understand. See picture, find way? Park Ranger: (Smiles reassuringly) No problem! You want go park? (Points to picture of trees and grass) Tourist: Yes! Park! See animals, flowers... Park Ranger: Okay! Two ways go park. (Points to path with picture of animals) This way, animals! See lions, bears, monkeys...

(Fill-in-the-Blank, 10 points, 1 attempt permitted)

How would you assess a student's English language proficiency level based on the following conversation? Type in the box below.

Tourist: Lost! Help! (Gestures towards sign) Big words, not understand. See picture, find way?
 Park Ranger: (Smiles reassuringly) No problem! You want go park? (Points to picture of trees and grass)
 Tourist: Yes! Park! See animals, flowers...
 Park Ranger: Okay! Two ways go park. (Points to path with picture of animals) This way, animals! See lions, bears, monkeys...

Type Your Response Here

Choice	
	beginner
	begin

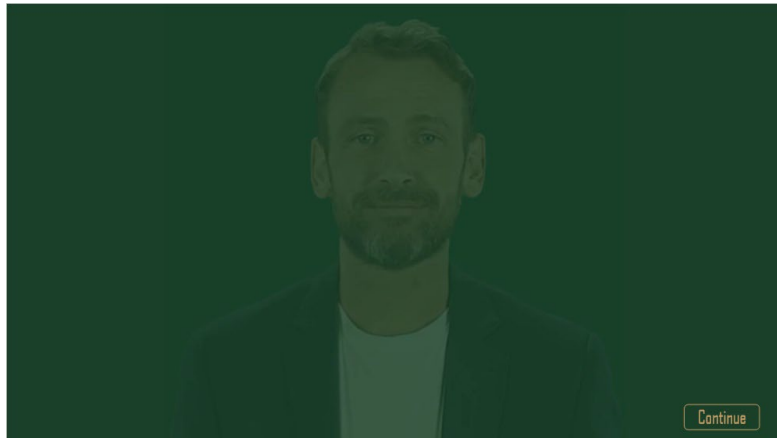
Feedback when correct:

That's right! Could you please explain how you knew this example is of a beginner level speaker, rather than an intermediate or advanced level?

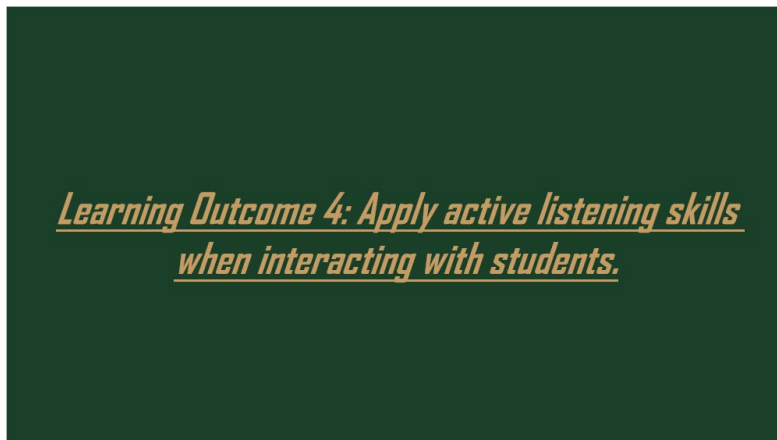
Feedback when incorrect:

Sorry, that is not quite right. This is a beginner level speaker. What do you think makes this an example of a beginner level speaker, rather than an intermediate or advanced level?

Congratulations (Slide Layer)



1.12 Lo4



Talking head (Slide Layer)



sarah (Slide Layer)



1.13 Active listening skills

Select each scenario to practice assessing the English language proficiency level of non-native speakers

A grid of five interactive scenarios for active listening skills. Each scenario is represented by a small image and a text box. The scenarios are: 'Give your full attention' (a man listening intently), 'Respond with empathy and respect' (a man listening to a woman), 'Listen without judgment' (a woman listening to a man), 'Ask clarifying questions' (a man asking a question), and 'Paraphrase and summarize' (a man summarizing).

1.14 Culture all differences

Remember that different parts of the world have different conversational norms, and thus active listening may look different depending on who you are talking to. Click on each area of the map to see what people of those cultures generally regard as appropriate and proper forms of communicating.

A world map with three regions highlighted in different colors: North America (dark blue), South America (light blue), and Asia (dark blue). The map is used to illustrate cultural differences in communication norms.

North America (Slide Layer)

In North American conversations, directness reigns in formal settings, while informality rules with friends. Turn-taking and eye contact matter, and humor thrives, but sensitivity reigns supreme. Adjust your style based on context, and remember, clarity and respect pave the way for positive connections.



1. Focus, not fidget: Put away distractions, maintain eye contact, and use minimal gestures to show presence and avoid interrupting.
2. Mirror & match (lightly): Subtly echo keywords or phrases to signal understanding and encourage elaboration.
3. Ask "whys" not "yesses": Use open-ended questions to go beyond surface-level information and draw out the speaker's thoughts and feelings.
4. Validate, don't dictate: Acknowledge emotions and perspectives without judging or offering unsolicited advice. Show support and understanding.
5. Silence is golden (sometimes): Don't rush to fill pauses, allow space for reflection and deeper sharing.

Asia (Slide Layer)

Respect and indirectness reign in Asian conversations. Harmony, not conflict, guides the flow. Watch nonverbal cues, avoid directness, and prioritize humility. Adapt to context and sensitivity, always learning from the vibrant tapestry of Asian cultures. Remember, understanding nuance is key to unlocking deeper connections.



1. Maintain a Respectful Presence: Be humble, embrace silence, and watch nonverbal cues.
2. Embrace Indirect Communication: Listen actively, ask open-ended questions, and be patient with the flow.
3. Seek Harmony and Consensus: Seek common ground, express politely, and create a safe space.
4. Remember Cultural Nuances: Be aware of differences, mind sensitive topics, and embrace cultural references.
5. Be open to Continuous Learning: Approach humbly, ask questions, and engage respectfully.

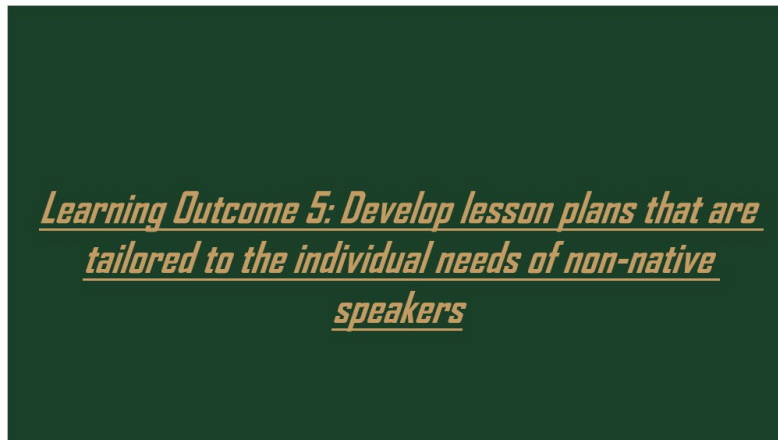
Latin America (Slide Layer)

Warm hugs, animated stories, and playful banter – Latin American conversations are passionate, direct, and laced with respect. Expect late-night gatherings, flexible schedules, and a sprinkle of Spanish to unlock the cultural warmth and vibrancy that defines their unique conversational style.

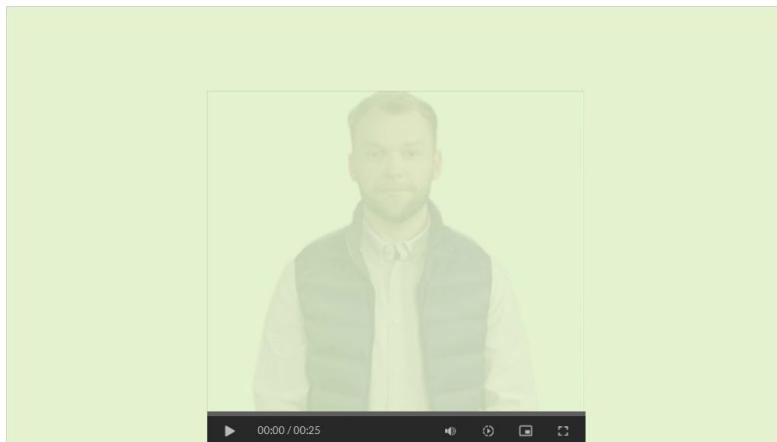


1. Be warm: Latinos value warmth and connection. Greet people warmly, ask about their families, and make eye contact.
2. Listen beyond words: Pay attention to nonverbal cues like gestures, expressions, and tone. Emotions may be expressed indirectly.
3. Ten be patient: Conversations can flow organically and take time. Avoid interrupting and let the speaker finish.
4. Ask open-ended questions: Encourage elaboration and storytelling. Show curiosity about the speaker's experiences.
5. Be empathetic: Validate emotions and express concern. Avoid judgment or unsolicited advice.

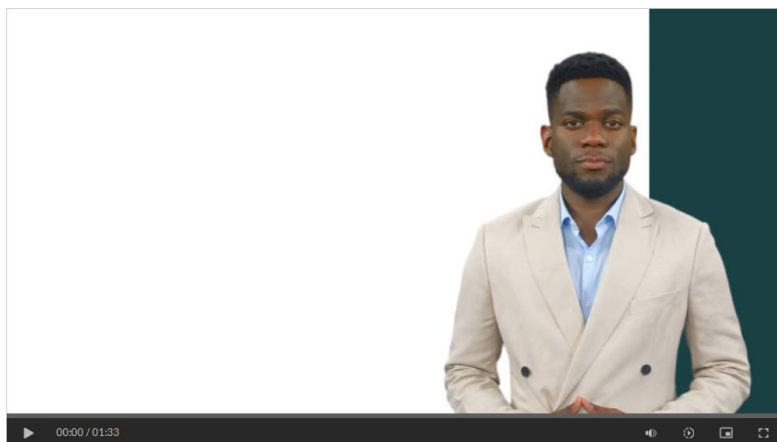
1.15 lo5



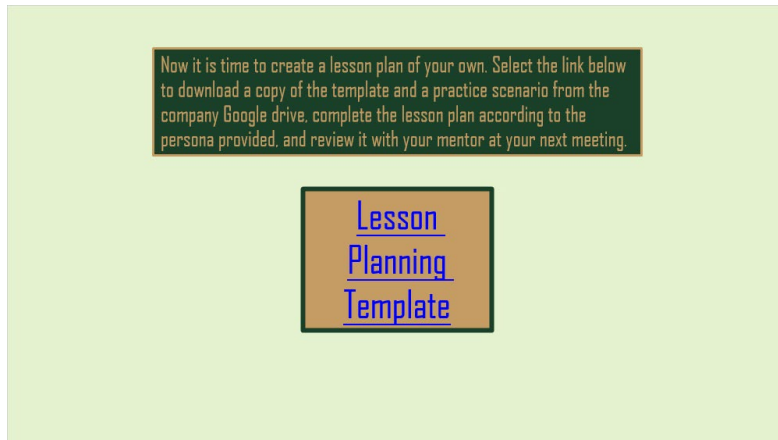
Talking head (Slide Layer)



1.16 Lesson plan

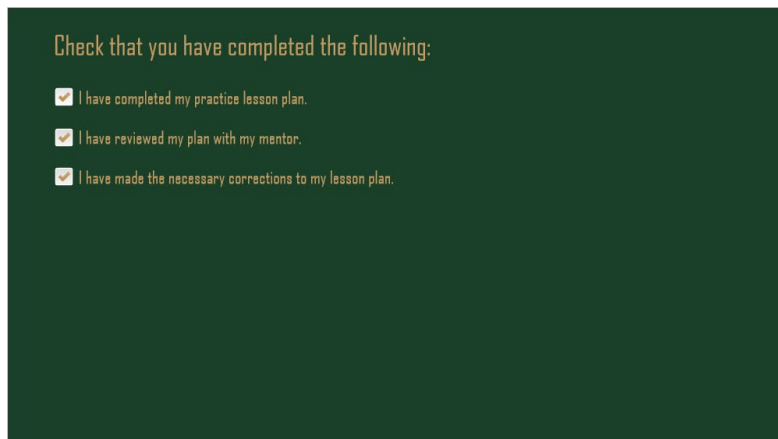


Template (Slide Layer)



1.17 Check that you have completed the following:

(Multiple Response, 10 points, 1 attempt permitted)



Correct	Choice
X	I have completed my practice lesson plan.
X	I have reviewed my plan with my mentor.
X	I have made the necessary corrections to my lesson plan.

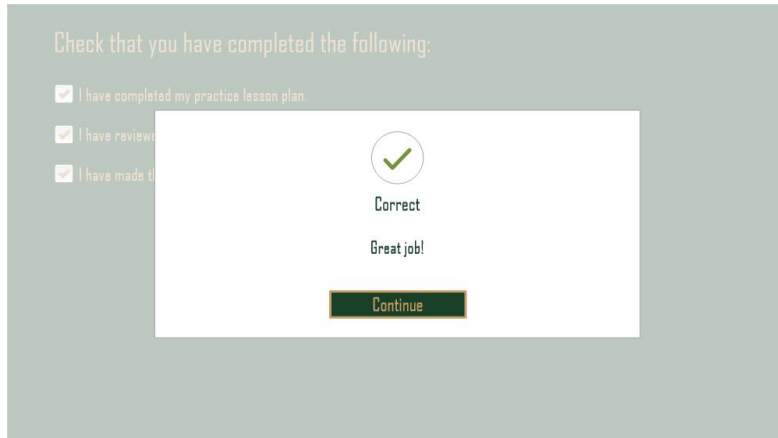
Feedback when correct:

Great job!

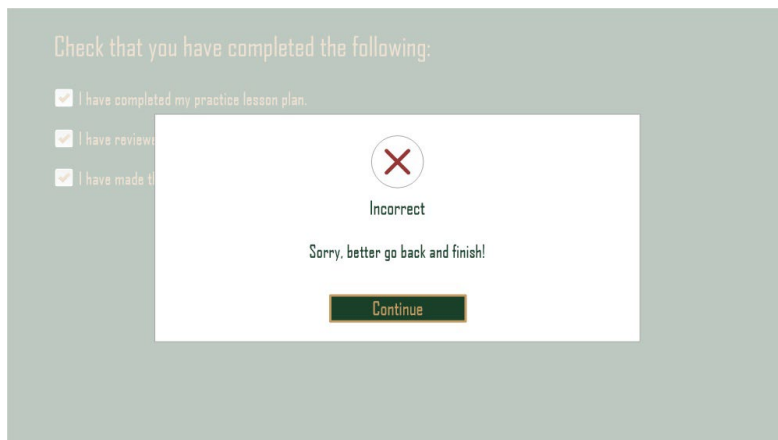
Feedback when incorrect:

Sorry, better go back and finish!

Correct (Slide Layer)



Incorrect (Slide Layer)



1.18 Quiz Results

(Results Slide, 0 points, 1 attempt permitted)

Quiz Results

Results for

1.2 Learning Outcome 1

1.5 Lets see what you know. Drag each staff members to their correct profile photo.

1.6 Great! Now, match each staff member to their correct title.

1.10 How would you assess a students English language proficiency level based on the following conversation? Tourist: Excuse me, please? Local: Sure, happy to help! What can I do for you? Tourist: Um, I lost. Look at map, but restaurant not see. Can you help me find one? Local: Absolutely! What kind of food are you looking for? Italian, pizza, something else? Tourist: Hmm... maybe Italian good. Pasta, pizza, I like.

1.11 How would you assess a students English language proficiency level based on the following conversation? Type in the box below. Tourist: Lost! Help! (Gestures towards sign) Big words, not understand. See picture, find way? Park Ranger: (Smiles reassuringly) No problem! You want go park? (Points to picture of trees and grass) Tourist: Yes! Park! See animals, flowers... Park Ranger: Okay! Two ways go park. (Points to path with picture of animals) This way, animals! See lions, bears, monkeys...

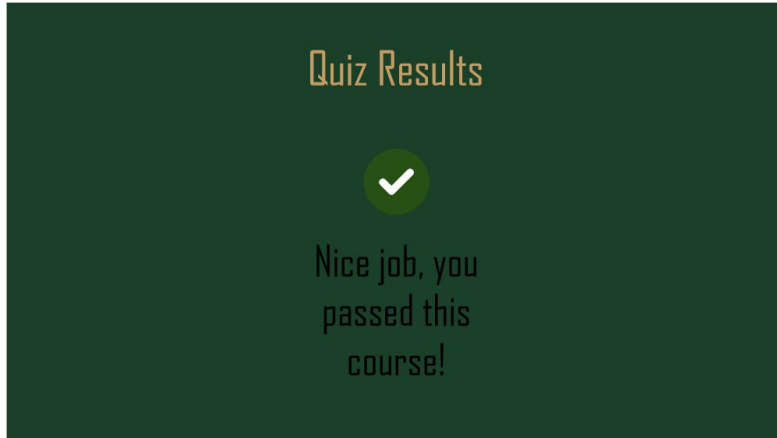
1.17 Check that you have completed the following:

Result slide properties

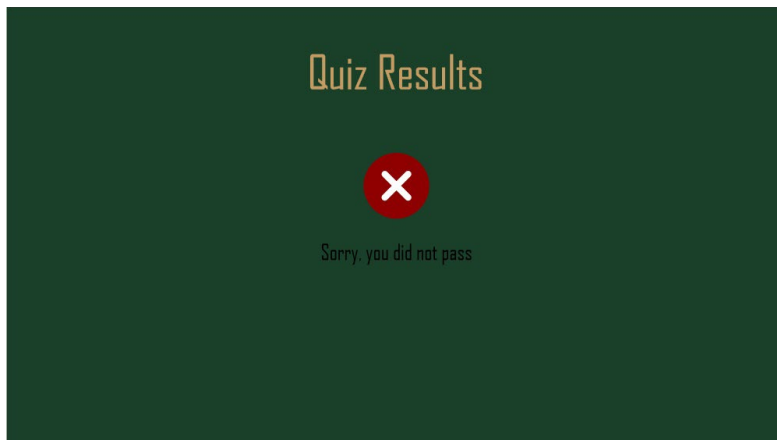
Passing Score

80%

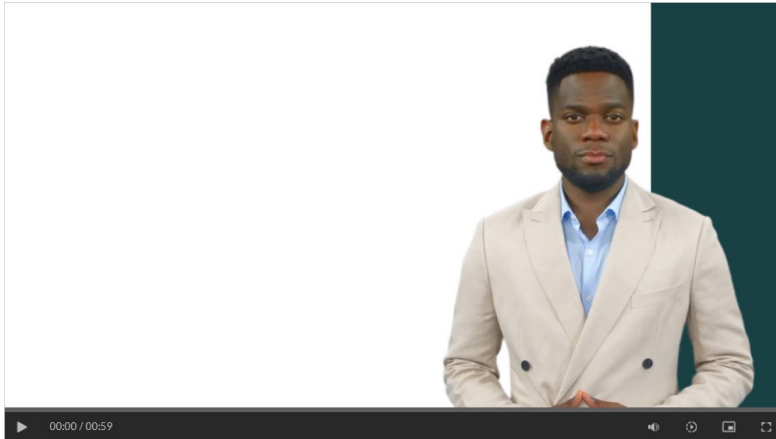
Success (Slide Layer)



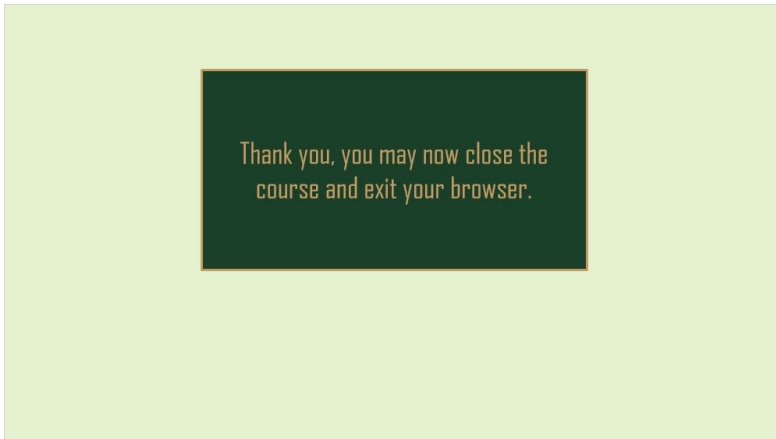
Failure (Slide Layer)



1.19 Transition to your mentor tutor



1.20 Close browser



Brady Allred

High-Fidelity Prototype Reflection:

After testing the prototype with an audience, I found several pieces of information to be helpful.

The testers did report that they felt the activities and instruction provided were sufficient to help them meet the expressed learning outcomes. They thought that the mix of online content and hands-on in-person work was helpful as some portions of content are better learned through practice, but a large portion could be expository and thus could be completed on their own.

Testers also expressed that they felt the prototype was very detailed. On the one hand, this is a good sign that the prototype was thorough in its instruction, but on the other this may be an indication of scope creep. Training is somewhat comprehensive, and a robust amount of content is covered.

The fact that all the learning outcomes were contained in one interactive experience rather than spaced out was an unfortunate requirement due to the limitations of my time and abilities.

Ideally, the prototype would have been several, more modular and isolated lessons that might take a few weeks to complete with the included live portions. Testers reported that some of the technical aspects of the high-fidelity prototype were a bit unpolished. Some of the videos didn't load and there are a lot of rough edges to the design work.

Overall, though, testers reported that this did not have a significant impact on how well the material helped them achieve the learning outcomes. One bit of feedback that I found particularly helpful and has been on my mind is that testers report that learning outcome 2, identifying who to talk to if they have questions, could probably have been much simpler.

In fact, I feel that it might even be better to just provide the directory rather than spend time giving explicit detailed instructions as a directory can be referred to often, and it is likely that is what they will need to do anyway when looking for someone to ask questions.

Users also felt that Learning Outcome 4 was somewhat

disconnected, as it was not as clear in the online portion the need to transfer to a live portion as learning Outcome 5 was. Another item to be improved was the online assessments. Most were smaller scale than what the project calls for and would do better with a more challenging and robust approach.