How to Design an Online Arabic Course

DC Arabic Teachers' Council Workshop

NOVA | **Northern Virginia Community College**

NOVA | ONLINE
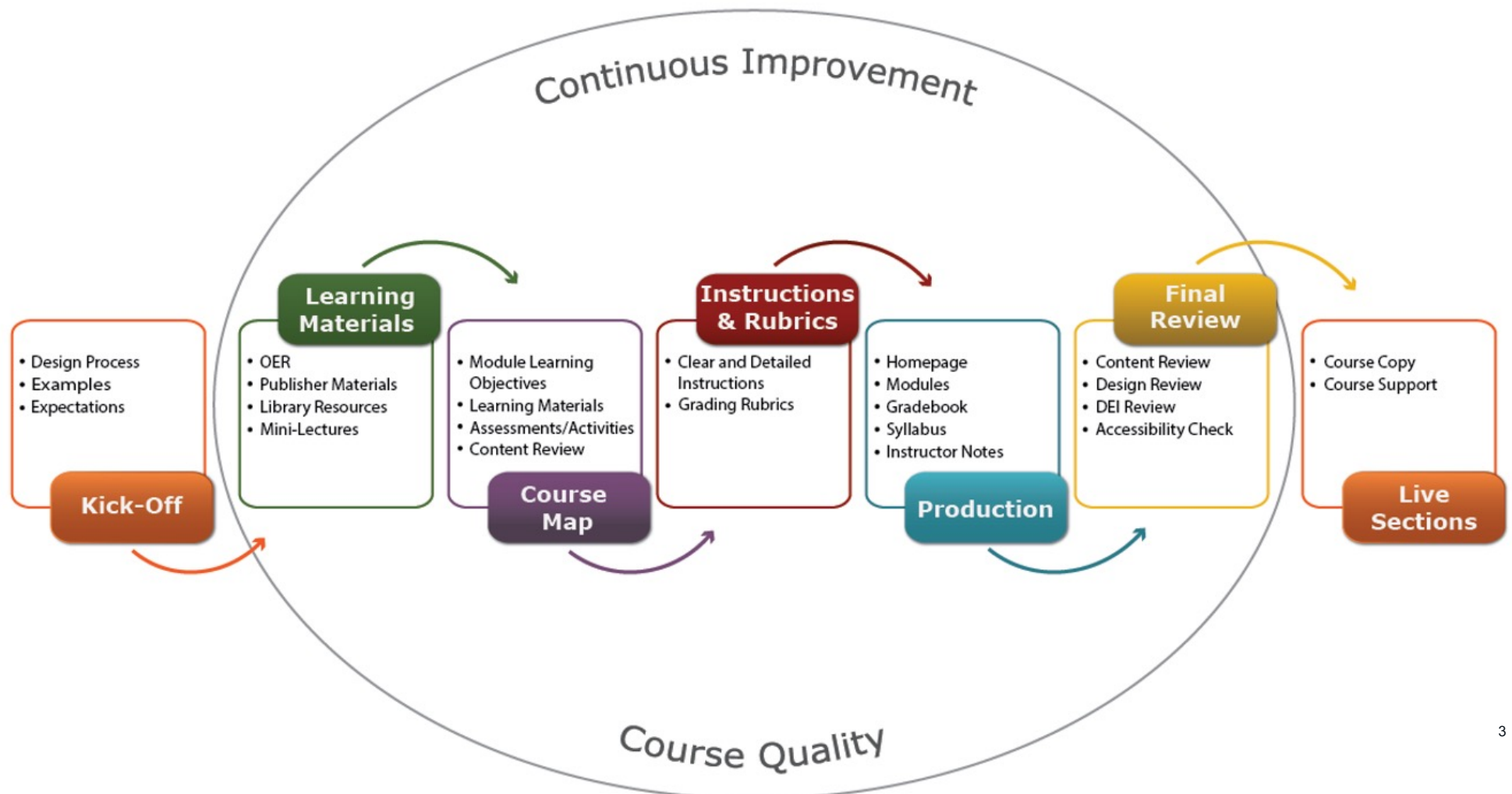
Presenters

Dr. Shaoyu Chi
Senior Instructional Designer

Ms. Sana Hilmi
Arabic Language Instructor

Course Design Process

Continuous Improvement

Kick-Off
- Design Process
- Examples
- Expectations

Learning Materials
- OER
- Publisher Materials
- Library Resources
- Mini-Lectures

Course Map
- Module Learning Objectives
- Learning Materials
- Assessments/Activities
- Content Review

Instructions & Rubrics
- Clear and Detailed Instructions
- Grading Rubrics

Production
- Homepage
- Modules
- Gradebook
- Syllabus
- Instructor Notes

Final Review
- Content Review
- Design Review
- DEI Review
- Accessibility Check

Live Sections
- Course Copy
- Course Support

Course Quality

Specific Review Standards from the QM Higher Education Rubric, Sixth Edition

HE

General Standards	Specific Review Standards	Points
Course Overview and Introduction	1.1 Instructions make clear how to get started and where to find various course components.	3
	1.2 Learners are introduced to the purpose and structure of the course.	3
	1.3 Communication expectations for online discussions, email, and other forms of interaction are clearly stated.	2
	1.4 Course and institutional policies with which the learner is expected to comply are clearly stated within the course, or a link to current policies is provided.	2
	1.5 Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided.	2
	1.6 Computer skills and digital information literacy skills expected of the learner are clearly stated.	1
	1.7 Expectations for prerequisite knowledge in the discipline and/or any required competencies are clearly stated.	1
	1.8 The self-introduction by the instructor is professional and is available online.	1
	1.9 Learners are asked to introduce themselves to the class.	1
Learning Objectives (Competencies)	2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.	3
	2.2 The module/unit-level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.	3
	2.3 Learning objectives or competencies are stated clearly, are written from the learner's perspective, and are prominently located in the course.	3
	2.4 The relationship between learning objectives or competencies and learning activities is clearly stated.	3
	2.5 The learning objectives or competencies are suited to the level of the course.	3
Assessment and Measurement	3.1 The assessments measure the achievement of the stated learning objectives or competencies.	3
	3.2 The course grading policy is stated clearly at the beginning of the course.	3
	3.3 Specific and descriptive criteria are provided for the evaluation of learners' work, and their connection to the course grading policy is clearly explained.	3
	3.4 The assessments used are sequenced, varied, and suited to the level of the course.	2
	3.5 The course provides learners with multiple opportunities to track their learning progress with timely feedback.	2
Instructional Materials	4.1 The instructional materials contribute to the achievement of the stated learning objectives or competencies.	3
	4.2 The relationship between the use of instructional materials in the course and completing learning activities is clearly explained.	3
	4.3 The course models the academic integrity expected of learners by providing both source references and permissions for use of instructional materials.	2
	4.4 The instructional materials represent up-to-date theory and practice in the discipline.	2
	4.5 A variety of instructional materials is used in the course.	2

4

Learning Activities and Learner Interaction	5.1 The learning activities promote the achievement of the stated learning objectives or competencies.	3
	5.2 Learning activities provide opportunities for interaction that support active learning.	3
	5.3 The instructor's plan for interacting with learners during the course is clearly stated.	3
	5.4 The requirements for learner interaction are clearly stated.	2
Course Technology	6.1 The tools used in the course support the learning objectives or competencies.	3
	6.2 Course tools promote learner engagement and active learning.	3
	6.3 A variety of technology is used in the course.	1
	6.4 The course provides learners with information on protecting their data and privacy.	1
Learner Support	7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.	3
	7.2 Course instructions articulate or link to the institution's accessibility policies and services.	3
	7.3 Course instructions articulate or link to the institution's academic support services and resources that can help learners succeed in the course.	3
	7.4 Course instructions articulate or link to the institution's student services and resources that can help learners succeed.	1
Accessibility* and Usability	8.1 Course navigation facilitates ease of use.	3
	8.2 The course design facilitates readability.	3
	8.3 The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.	3
	8.4 The course provides alternative means of access to multimedia content in formats that meet the needs of diverse learners.	2
	8.5 Course multimedia facilitate ease of use.	2
	8.6 Vendor accessibility statements are provided for all technologies required in the course.	2

* Meeting QM Specific Review Standards regarding accessibility does not guarantee or imply that the specific accessibility regulations of any country are met. Consult with an accessibility specialist to ensure that accessibility regulations are met.

QUALITY MATTERS
QM

Course Map

Module-Level Learning Objectives (MLOs) (Refer to QM GS 2)	Aligns with CLO#	Topics	Instructional Materials (Refer to QM GS 4)	Assessment/Learning Activities (Refer to QM GS 3 and 5)
- Talk about and describe clothing - Express preferences in a store - Negotiate and pay for items you buy - Describe what you did yesterday - Compare and contrast shopping in US and Spanish-speaking countries	A, B, C, D, E	Shopping	Textbook site (Portales) - reading - tutorials - video clips - lectures, etc.	Portales exercises (Speaking, writing, listening, chats, reading, partner activity) Self-Introduction (discussion) - include best days/times to meet for online meetings Speaking exercise Cultural activity (discussion) - bargaining Online meeting - personal introductions, clothing, saber/conocer, questions about the course Lesson 6 Quiz (Portales)

PRESENTATION – An Example

For this discussion board assignment, students must explore the terracotta warriors from the burial mound of the First Emperor of Qin. Then, read the articles and watch the videos below. *Remember, students have to post on the topic below.*

Terracotta Warriors of First Emperor of Qin

https://www.khanacademy.org/humanities/ap-art-history/south-east-se-asia/china-art/a/terracotta-warriors-from-the-mausoleum-of-the-first-qin-emperor-of-china ⤢

https://vimeo.com/158205629 ⤢

After reading the articles and viewing the video on the site you chose, begin to write your post

- Briefly describe your site (when created/constructed, by whom, for what purpose, location, etc.), and tell us why you chose it.
- Why are the warriors or the palace important? What do they teach us about the history of China?
- Name at least three specific things that you learned about your site that was not included in our textbook.

Respond to a classmate's post (**at least one paragraph**). Try to respond to someone who chose the other site to write about - this way you can explore a little of each topic. Did you find their post interesting, and did you learn something new?

This activity is worth 30 points.

You are required to post one (1) initial post worth 25 points, and to follow up with at least one (1) response post worth 5 points.

PRESENTATION – PURPOSE, DIRECTIONS AND GRADING

Purpose

For this discussion board assignment, students will explore the terracotta warriors from the burial mound of the First Emperor of Qin.

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• Name

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Purpose

The purpose of this discussion is to learn about the **burial mound of the First Emperor of Qin.** The knowledge you will gain will help you understand the importance of scholarly exploration, study and preservation of archeological sites and the artifacts associated with them. This assignment is in alignment with this Module's learning objectives of understanding Chinese innovations and contributions in architecture and art and will enable you to describe the Qin Emperor's tomb. Additionally, this assignment will help foster a sense of global awareness and the responsibilities we all have as custodians of our collective cultural heritage.

PRESENTATION - HEADINGS

PRESENTATION – LISTS AND BULLETS

Purpose

Directions

1. Read the articles and watch the videos below. *Remember, students have to post on the topic below*.

   Terracotta Warriors of First Emperor of Qin

   - https://www.khanacademy.org/humanities/ap-art-history/south-east-se-asia/china-art/a/terracotta-warriors-from-the-mausoleum-of-the-first-qin-emperor-of-china ↗
   - https://vimeo.com/158205629 ↗

2. After reading the articles and viewing the video on the site y

   ○ Briefly describe your site (when created/constructed, by
     chose it.
   ○ Why are the warriors or the palace important? What do
   ○ Name at least three specific things that you learned about your site that was not included in our textbook.

3. Respond to a classmate's post (**at least one paragraph**). Try to respond to someone who chose the other site to write about - this way you can explore a little of each topic. Did you find their post interesting, and did you learn something new?

This activity is worth 30 points.

You are required to post one (1) initial post worth 25 points, and to follow up with at least one (1) response post worth 5 points.

PRESENTATION – DESCRIPTIVE URL

Purpose

For this discussion board assignment, students must explore the terracotta warriors from the burial mound of the First Emperor of Qin.

Directions

1. Read the articles and watch the videos below. *Remember, students have to post on the topic below.*

   Terracotta Warriors of First Emperor of Qin

   - https://www.khanacademy.org/humanities/ap-art-history/south-east-se-asia/china-art/a/terracotta-warriors-from-the-mausoleum-of-the-first-qin-emperor-of-china ↗
   - https://vimeo.com/158205628 ↗

2. After reading the
   - Briefly descr
   - Why are the
   - Name at leas
3. Respond to a cla
   topic. Did you fi

Grading

This activity is wo

You are required to

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1. Read the articles and watch the videos below. *Remember, students have to post on the topic below.*

   Terracotta Warriors of First Emperor of Qin

   - Read the online article: Terracotta Warriors from the mausoleum of the first Qin emperor of China.
   - Watch the video, China's First Emperor and His Terracotta Warriors - The Field Museum [Length 02:39]

PRESENTATION – VIDEO AND AUDIO

- Watch the video, China's First Emperor and His Terracotta Warriors - The Field Museum [Length 02:39]

China's first emperor and his Terracotta Warriors - The Field Museum
from Jose E. Rivera
02:39

1. Read

topic

Ter

- Captioning
- Summary of video/lecture
- Scripts for print out

China's First Emperor, Qin Shihuang, planned to spend his afterlife buried in a palatial tomb, surrounded by all his worldly treasures. To guard his mausoleum, he commissioned an army of terracotta warriors unlike anything seen before or since.

Video scripts

Purpose

For this discussion

Directions

1. Read the artic

2. After

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3. Resp

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WebAIM
web accessibility in mind
Contrast Checker

services   articles

Home > Resources > Contrast Checker

Foreground Color

#C00000

Lightness

Background Color

#FDEAB3

Lightness

Contrast Ratio

5.42:1

permalink

Normal Text

WCAG AA: **Pass**

The five boxing wizards jump quickly.

Large Text

WCAG AA: **Pass**

WCAG AAA: **Pass**

The five boxing wizards jump quickly.

Start a capture with the selected setting
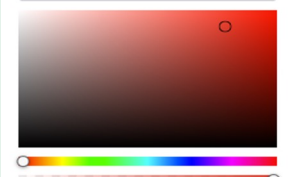
Accessibility Checker
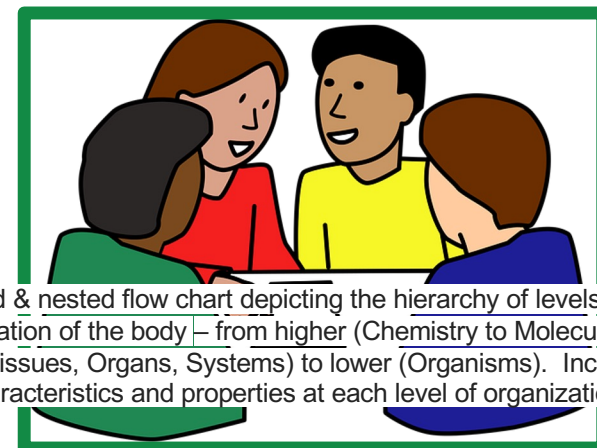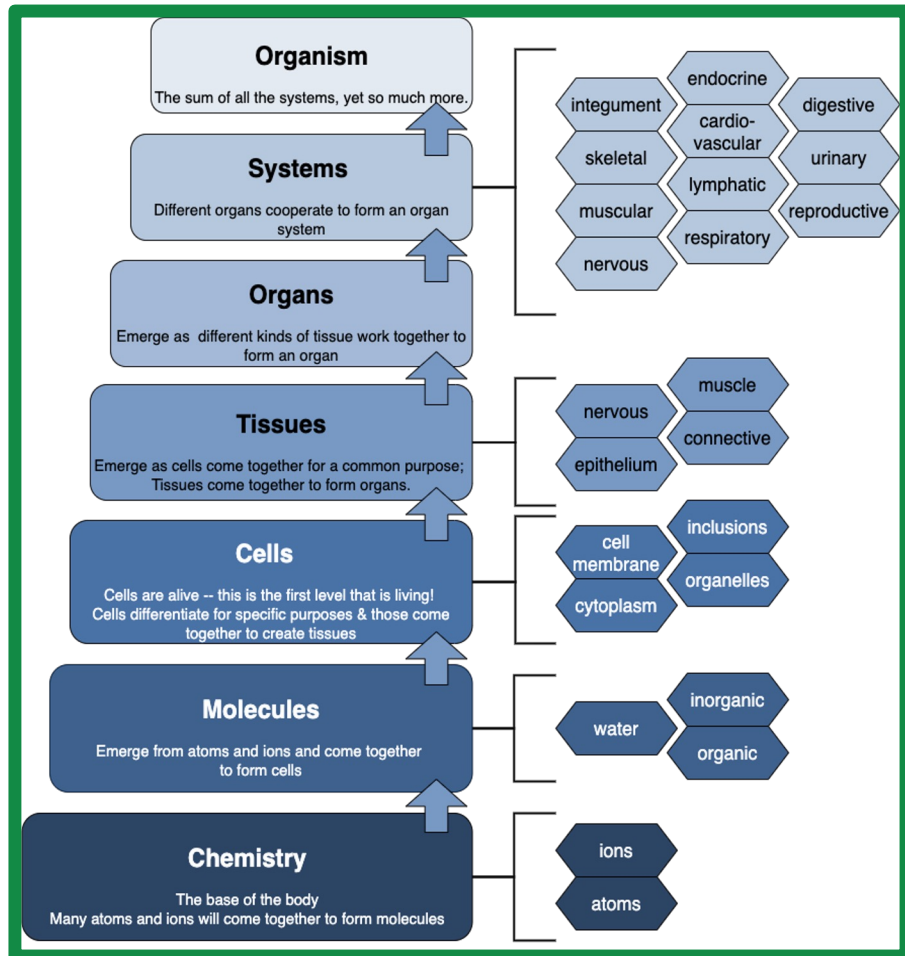
Issue 1/2   ⓘ

Text smaller than 18pt (or bold 14pt) should display a minimum contrast ratio of 4.5:1.

Change text color

rgb(224, 62, 45)

PRESENTATION – GRAPHICS

Detailed & nested flow chart depicting the hierarchy of levels of the organization of the body – from higher (Chemistry to Molecules, Cells, Tissues, Organs, Systems) to lower (Organisms). Includes key characteristics and properties at each level of organization.

PRESENTATION – ALTERNATE FORMAT

The following presentation is designed for those students who need the presentation in an alternate format using a screen reader. you will need Acrobat Pro (use free trial download ↗ if needed) and turn on the accessibility features. (When you click on the link below, the file will be downloaded. Make sure to open the downloaded file in Acrobat Pro and play it instead of playing it in your browser).

- L14 Noun Sentences/Verb Sentences.pdf ⬇
- L14 Verbs with Vowel/Negation.pdf ⬇

LANGUAGE – PLAIN ENGLISH

2. After reading the articles and viewing the video on the site you chose, begin to write your post
   - Briefly illustrate your site (when created/constructed, by whom, for what purpose, location, etc.), and revel why you chose it.
   - Designate at least three specific things that you learned about your site that was not included in our textbook.
   - Why are the warriors or the palace important? What do they teach us about the history of China?

2. After reading the articles and viewing the video on the site you chose, begin to write your post
   - Briefly describe your site (when created/constructed, by whom, for what purpose, location, etc.), and tell why you chose it.
   - Name at least three specific things that you learned about your site that was not included in our textbook.
   - Explain why the warriors or the palace is important. Tell us what they teach us about the history of China.

LANGUAGE – INCLUSIVE AND POSITIVE

Gender Neutral
- chair or chairperson vs. chairman
- mankind vs. humankind
- `they' Ze, Zim, Zir, Zirs, or Zirself vs. his or her
  - "I got a call from the doctor today."
  - "What did they say?"

Race
- "Asian", "African"

Conversational language
- Write the Way You Talk
- Use Easy to Understand Words
- Be friendly
- Engage readers with questions

People First Language
- "people with disabilities" not "handicapped/disabled"
- "'people with low-income" or "no income people" not "the poor or ghetto"

Positive Phrases
- I will always be here when you need me.
- You are important.
- Your words matter to me.
- You should be so proud of yourself.

OPTIONS – VARIOUS TYPES OF ASSESSMENTS

Assignment	Points
Course Basic Quiz	10%
Exam 1	30%
Exam 2	30%
Exam 3	30%
Total	100%

Assignment	Points
Course Basics Quiz	2%
Journals (6)	30%
Discussions (8)	28%
Proctored Assessments (3)	30%
Virtual Museum Report	10%
Total	100%

OPTIONS - SUBMISSION OPTIONS

2. After reading the articles and viewing the video on the site you chose, create a Powerpoint presentation (at least 5 slides with narrations)

- Briefly describe your site (when created/constructed, by whom, for what purpose, location, etc.), and tell us why you chose it.
- Why are the warriors or the palace important? What do they teach us about the history of China?
- Name at least three specific things that you learned about your site that was not included in our textbook.

2. After reading the articles and viewing the video on the site you chose, begin to write your post (**3-paragraph minimum**) or create a Powerpoint presentation (at least 5 slides with narrations)

- Briefly describe your site (when created/constructed, by whom, for what purpose, location, etc.), and tell us why you chose it.
- Why are the warriors or the palace important? What do they teach us about the history of China?
- Name at least three specific things that you learned about your site that was not included in our textbook.

MEASUREMENT

Grading

This activity is worth 30 points.

You are required to post one (1) initial post worth 25 points, and to follow up with at least one (1) response post worth 5 points.

MEASUREMENT

Grading

This activity is worth 30 points.

You are required to post one (1) initial post worth 25 points, and to follow

Grading

This activity is worth 30 points.

Discussion Grading Rubric

Grading Criteria	Points
For your initial post (1) you must: • Compose a **minimum of three (3) paragraphs**. • Take into consideration the information and the resources included in the assignment directions. • Answer all questions or prompts provided in the assignment directions.	20
For your response post you must: • Reply to at least one classmate using prompts given in the assignment directions. • Demonstrate more depth and thought than simply stating that "I agree" or "You are wrong," in a **minimum of one (1) paragraph** .	10
Late Work Policy: Two (2) points will be deducted from your total score for every day past the due date, up to full 30 points.	-30

SUPPORT – MODELING AND EXAMPLES

Directions

The medical experience paper and class responses have different due dates. Please find the due dates in the Course Summary section of the Syllabus.

Make sure to refer to the instructions for Medical Experience [PDF] ↗ to complete the assignment.

Medical Experience Paper

If the medical problem you selected and accepted by your instructor is related to heart or vessels & circulation, please write your medical experience paper and share it with the class following the directions below.

Submission:

You need to submit your paper in two different places.

1. **Submit** - Save your medical experience paper as a .doc or .docx file. Submit it in the Medical Experience Paper Submission module.
2. **Share** - Copy your paper and paste it into the discussion forum by clicking the Reply button below. Please make sure to put the title of your paper in the first line of your post. **Don't submit your paper as an attachment in the discussion forum.**
3. **Lead** - Please facilitate the discussion around your paper by answering questions and sharing information.

All Class Responses

All of the students, including those who submit a paper in this unit, are required to read the medical experience papers shared by the classmates and comment on at least two of them. Your responses should be substantive (pertain to content and are not comments such as "That was very interesting" or "I never heard of this before") and explain what you have learned.

SUPPORT – PROVIDING TUTORIALS

Submission

Submit your medical experience paper as an attachment (.doc or .docx) by clicking the Submit Assignment button above.

Please note the following:

The paper will be submitted via Turnitin to check for plagiarism. Please find the plagiarism policy in the Course Syllabus. All submitted student papers will be added as source documents in Turnitin reference database for the purpose of detecting plagiarism of such papers in the future.