Tutorial for Tennessee Area Japanese Speech Contest

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Project Design & Development Plan for
The University of Tennessee Knoxville
Japanese Language Program

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December 2021

Executive Summary

This instructional plan is for the Tennessee Area Japanese Speech Contest tutorial, consisting of six training modules. It is a proposal for the consideration for the Japanese Program in the Department of Modern Foreign Language and Literature, College of Arts & Sciences, and the University of Tennessee, by the instructional designer Keiko Eda and Hongyan Yang for implementation in Keiko Eda's Japanese Language Class in Spring 2022.

Project Background and Needs Analysis
An annual Tennessee Speech Contest organized by the Executive Committee is held in the State of Tennessee. Japanese learners at the University of Tennessee Knoxville (UTK) Japanese Language Program are motivated to participate. However, there is no instruction to teach them the required knowledge and skills to compete effectively and learn from participation in speech contests.

Learner Analysis
The project's primary target audience is students taking 300 level Japanese classes at UTK and having more than two and a half years of experience learning Japanese.

Context Analysis
Learners will videotape their speeches to participate in the Contest. The speech will be judged by a native Japanese speaker invited by the speech contest executive committee. Canvas, Learning Management System (LMS) is the primary distribution platform for learning. Online links, such as online interactions, videos, stand-alone PowerPoint (PPT) presentations, will be available for students to get access to so that learners can learn asynchronously and complete their instructions individually. This scenario also targets learners who attend a face-to-face Japanese class twice a week to give feedback and check learning needs.

Instructional Goal
The project's overall goal is to provide students with knowledge and skills about developing and delivering an effective speech in Japanese for the Speech Contest and future work fields. And students will gain confidence and motivation for future language learning and work.

Instructional Treatment
The needs of learners, the demand of the content, and the instructional goal impact the content treatment. The instructional treatment outlines the progression of instruction in modules, theoretical basis, and pedagogical approach.

Media and Technology Plan
The technology and media selections plan will adhere to the University of Tennessee System Policy. The detailed technologies chosen for this project are listed in an Appendix B.

Implementation and Evaluation Plans
This section outlines the schedule of the deployment plan and the evaluation plan based on the Kirkpatrick four-level evaluation model.

Table of Contents

I. Introduction

Project Background and Need

Background

An annual Tennessee Speech Contest organized by the Executive Committee is held in the State of Tennessee. This event is the best opportunity for students at the University of Tennessee Knoxville (UTK) Japanese Language Program to showcase the results of their three years of studying Japanese at the university. Participating in speech contests gives Japanese learners more confidence, motivation, and a sense of accomplishment in language learning, allowing them to utilize the Japanese they have learned in a hands-on environment outside of class.

Justifying the Need: What Is and What Should Be

The participation rate of UTK students in the Contest is lower than the Japanese Language Program wants. What's more, although students were motivated to participate in the event, the specific learning process to complete the speeches offered in the Japanese class of the UTK Japanese Language Program was incomplete. Currently, learners who wish to participate in the annual speech contest do not know how to determine a theme, draft a Japanese speech, or use speech methods to deliver a speech effectively. In the desired situation, there will be an increase in enrollment of Japanese language minority students. And the learners will know all the knowledge and apply them to practice and improve their performance in the speech contest. The project will contribute to stakeholders by improving learners' essential listening, speaking, reading, and writing skills.

Filling the Gap to Meet the Need

As an instructor of Japanese in the UTK Japanese Language Program, Keiko Eda proposes incorporating this project as one of the class assignments with the approval of the stakeholders—the head and faculty of the UTK Japanese Program. This proposed project will scaffold students with knowledge about the Contest policy, skills of writing a Japanese speech manuscript, and delivering a speech with PowerPoint effectively and persuasively to meet the need of Japanese students to participate in the speech contest.

Target Learners Analysis and Implications for Design

Demographic Data

The project's primary target audience is students taking 300 level Japanese classes at the University of Tennessee and wishing to participate in the Japanese Speech Contest. These are typically students at the University of Tennessee who have more than two and a half years of experience learning Japanese. Most students are from the U.S., and 1-2 are international students from China or Vietnam. 30% of students have a cultural background other than the U.S., such as Japan, Korea, China, Philippines, Vietnam, India, and Mexico.

The diversity and range of characteristics in a learner group impact treatment of content, mode of delivery, and amount of learner choice in the instruction. Background diversity offers a wide range of possibilities for interpreting a given speech topic. Although some students do not speak English as their mother tongue, their language proficiency is guaranteed to meet the criteria for university admission, so it is unlikely that the impact on the provision of instructions in English will be significant. Learner location and time zone will not be an issue since the scenarios will be delivered as self-paced, asynchronous instruction.

Physiological Characteristics

Any accessibility issues will be addressed by designing to comply with applicable legislation for individuals with disabilities. Some students have registered with Student Disability Services (SDS). Students registered in SDS may need to extend the test time or take the test elsewhere, depending on their disability. The instruction design will feature adequate color contrast, closed captions and audio descriptions, alternate text for images, and the capability for tabbing through the scenarios with a keyboard. A screen design that allows for zooming in and that is more minimalistic will be considered, so that those with vision challenges can still see it on their mobile devices.

Cognitive Ability

There is no report from SDS that any enrolled students have a cognitive disability. All students in their 3rd year of the Japanese Program have the cognitive ability to handle online coursework. But their average GPA is unknown. Content will be chunked into segments that each address just one concept. As a test of learners' latent Japanese speech ability, the instructor can make an assignment to perform a short 1–2-minute speech in the course. Instructors report that students in the Japanese Program have completed speeches in Japanese. The designer may check back with those instructors to determine what instruction, if any, was provided to students who wrote Japanese speeches in their courses.

Prior Knowledge or Experience

The learners are expected to have listening, speaking, and writing skills in intermediate-level Japanese through studying Japanese at the university level. All students have a beginner level of Japanese proficiency, but there are variations in level. In the Japanese Language Proficiency Test (J-cat) for Japanese learners, students show performances in 80 to 200 out of 400. Students also have experience with online instruction and have the skills to record their speech.

The scenario will build on prior knowledge by incorporating brief assessments on the essential knowledge that students should recall from earlier studies. The difference in Japanese proficiency is mainly due to whether the memory of the vocabulary is valuable knowledge. When students express a given theme, some factors affect the material design, such as presenting words with the same meaning. Differences in Japanese proficiency between students may affect project progress. It will be necessary to meet individual needs by utilizing peer mentor programs, such as discussion boards and peer reviews.

Motivations

Students in the Japanese Language Program understand the fun and expectations of learning Japanese and are always motivated to learn it. Participating in a speech contest as the culmination of three years of studying Japanese at a university is an absolute pleasure for students to publicize their learning outcomes and enjoy a sense of accomplishment. Students' participation in speech contests may be recognized as contributing to Japanese Language Programs, departments, colleges, and universities. What's more, it is expected that the experience gained through participating in the Contest will give students a sense of accomplishment and confidence in learning Japanese and will motivate them to continue learning in the future.

Context Analyses

Performance Context

Learners who have achieved each milestone in this project will apply to the Tennessee Area Japanese Speech Contest at the end. Learners will videotape their speeches to participate in the Contest. The speech will be judged by a native Japanese speaker invited by the speech contest executive committee, and the results will be notified to the learners. However, the specific performance sites are not limited in this scenario. After the Contest, learners may use the knowledge and skills gained through the project to give speeches and presentations in Japanese as their second language at various sites such as educational institutions, businesses, the military, and government agencies.

For this Contest, the performance context that the learner faces, including the speech contest, is that the learner performs to judges rather than the people involved in the learning context. Learners may have never met them before. Designers need to anticipate such learning transitions and reflect them in the learning context. If the speech contest is held in person, project participants may be invited to make a speech contest in front of the audience. If that is the case, it is attractive to design a learning context for learners to showcase their skills in a face-to-face environment after participating in a speech contest with recorded entries.

Learning Context

Canvas LMS is the primary distribution platform for learning. The whole project will be accomplished through six-module pages in Canvas LMS. Students can access all the multimedia resources through Canvas, such as LinkedIn learning videos, YouTube videos, online interactions, online quizzes, stand-alone ppt presentations, etc.

Learners will learn asynchronously and complete their instructions individually. Learners are expected to complete the plan from the beginning of the course to the deadline for speech contest entry. Although self-paced, there is a deadline for each milestone submitted for project participants to participate in a set dated Contest. The submission will be given feedback and revision opportunities from the person in charge (Japanese course instructor). Also, peer group interactions and critiques will be incorporated to extend the feedback to improve performance.

The content learned in this project will be closely related to the knowledge and skills needed in the speech contest (performance context), including the policy of the Tennessee Speech Contest, Japanese speech writing ability and skill, and the skills in delivering a speech. What's more, the speech contest would be held online that aligns with the online learning context, which would also aid in transferring the skills from the learning context to the performance context.

Cultural Context

As you can see from the learning analytics above, most of the learners in the project were educated under the American education system up to high school. Their family background is divided into students who have only authentic American culture and have parents who are immigrants from abroad (mainly Asia and Mexico). Regardless of the background, interest in Japan and Japanese has sprung up among learners through Japanese cultural exports such as English-translated anime, manga, and general materials prevalent in the United States. On the other hand, UTK Japanese Language Program provides native Japanese speakers with long-term study and life experience in Japan. In other words, the content and style that are authentic and pervasive in Japan are also taught for Japanese culture that students are interested in. Therefore, through the project, learners need to adjust their sense of Japanese culture acquired through self-study. At the same time, program instructors need to understand and reconcile the background that learners perceive as Japanese culture. Through this project, learners are expected to acquire an authentic mental model of Japanese culture and its nuances and accurately communicate this to American society after graduation. Several international students enroll in the project each year. Their impressions and background of Japan are different from those of learners who grew up in American culture. No matter where they are active after graduation, the project encourages them to become a leader in the spread of Japanese with the background of authentic Japanese culture.

Constraints and Resources

Constraint Analysis

Designed as a Japanese Language Program project, Department of MFLL, UTK, we should follow the university, college, department, and program guidelines. The project should address the policies and rules of the Contest Executive Committee. Possible constraints in the project include:
- Timely completion: Priority is given to the completion of the project within the specified period. The project is a capstone project within the JAPA352 course, and all instructions are completed in 10 weeks. Learners usually start the project in the third week of January and participate in the Contest in the last week of March.
- Cost: We create the project as a university class material within the range that does not require additional budget billing. If it is costly to use software packages that the department does not own, the designer consults with the Japanese Program head and department head as necessary.
- Online instruction: Instructions include multimedia such as video playback, so there is a need for broadband access for learners and providers. We will make it realistic to implement online instructions by presenting PCs in university libraries and Internet connections on university campuses.

Resource Analysis

Available human resources are the UTK Japanese Language Program Faculty, Lecturers and Graduate Students, Japanese Language Program Alumni, Past Contest Participants, Tennessee Japanese Speech Contest Executive Committee, and OIT staff. Non-human resources include LinkedIn Learning and other multimedia resources.

Online interaction tools, PowerPoint presentations, video creation tools like zoom YouTube, video editing software, LinkedIn Learning, other resources for learning Japanese, and the tools for making the instruction accessible are available for the project.

SME availability must be considered for the development, review, and testing of the instruction, specifically for the following:
- review of the process of creating Japanese speech by a Japanese linguist;
- verification of the linguistic accuracy of instructions by a native English speaker;
- verification of platform operation by an IT specialist;
- identification of a few students among the target audience to test the materials.

Instructional Goal

The Tutorial for Tennessee Area Japanese Speech Contest will provide students with knowledge and skills about developing and delivering an effective speech in Japanese for the Speech Contest and future work fields. Students will gain confidence and motivation for future language learning and work.

II. Instructional Treatment

This section includes the content summary, project's progression, the theoretical and pedagogical bases for the instruction, an overview of the content that consists of the aligned instruction elements (i.e., the instructional outcome, assessments, strategies), the factors influencing the content treatment, and technology and media plan.

Content Summary

This project introduces learners to the knowledge and skills required for participation in the Japanese speech competition. It is designed as a training program delivered through the Canvas LMS. Students will apply what they have learned to create a speech manuscript and record a video of delivering the speech with slides to participate in the Tennessee Area Japanese Speech Contest. This project consists of six modules in total:
- Module one--Introduction to the Contest
- Module two--Understanding the Topic of Speech
- Module three--Learning the Skills of Writing a Speech Manuscript
- Module four--Composing a Japanese Speech Manuscript

- Module five--Creating a Presentation Slide
- Module six--Practicing, Revising, and Submitting the Video Presentation

Progression of Instruction

The project's progression is to scaffold students in preparing for the Tennessee Area Japanese Speech Contest, which consists of six modules. Module one is an introduction to the Contest, including the policies, themes, etc. Module two is for students to explore their understanding of the theme for the Contest. The third module provides students with the techniques for constructing a speech manuscript, and students are required to compose an English draft. The fourth module addresses translating the English draft to a Japanese draft. The fifth module allows students to practice their manuscripts by creating audios and creating slides for presentations. The sixth module is the project's final step to record a video of the speech and submit it to participants in the Contest. See Figure 2.1 for a visualization of the whole progression of the instruction.
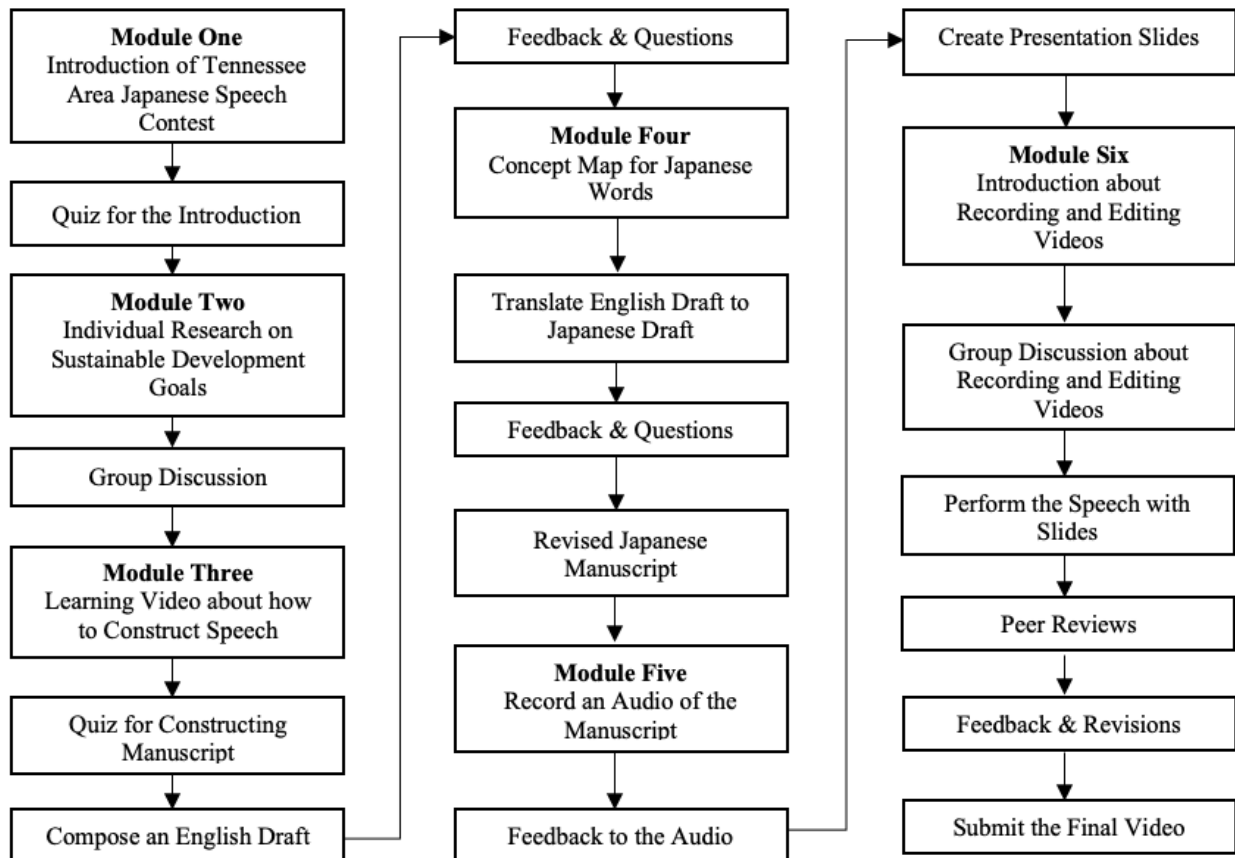
Figure 2.1: The Full Progression of Instruction

Theory Base and Pedagogical Approach

The Tutorial for Tennessee Area Japanese Speech Contest is designed for students taking 300-level Japanese classes. It provides basic knowledge about the contest policies, speech manuscript writing skills, and practice in writing and presenting the speech.

The content about the contest policy and how to compose a speech manuscript represents objective knowledge. We would ground this portion of the instruction in cognitive theory and use Instructivism as the pedagogy for this objective and organized knowledge. Also, in the project, students will need to build on the Japanese language proficiency they have cultivated over the past two and a half years with new knowledge for self-expression through speech. Therefore, the cognitivist assumption applies, "Learning is the acquisition of knowledge and expertise. It involves relating new knowledge to prior knowledge" (Larson & Lockee, 2020, p. 142). The fact that the student's prior knowledge about Japanese so far is stored in long-term memory is also supported by assumptions from cognitive theory.

With the basic knowledge, the learners must creatively compose a speech contest manuscript with their own opinions about the contest topic and their existing Japanese language abilities. In contrast, the instructors must use authentic, real-world problems and tasks to help students understand and construct an accurate mental model with new and existing knowledge. This learning experience aligns with the assumption of Constructivist theory that "Learning is facilitated when information can be directly and practically applied to solving a problem or filling an identified gap" (Larson & Lockee, 2020, p.142). We would ground this portion of the instruction in cognitive constructivist theory and use Constructivist pedagogy for this learning experience.

Finally, the project also applies Behaviorist pedagogy. Behaviorism applies to when students revise the speech draft repeatedly and when instructors give them rubric-based feedback on their presentation rehearsals. This process aligns with the reinforcement of behaviorism, with the assumption that "Behavior that is positively reinforced will occur" (Larson & Lockee, 2020, p.141).

Content Analysis

The learning process provided within the course was so preliminary that it confirmed the need for a tutorial to offer a contest for entry-level Japanese speech. Content analysis has three primary aims (Larson & Lockee, 2020, p. 97).
- To ensure accuracy and completeness of the content.
- To limit the content to absolute essentials.
- To identify a content treatment for the design.

The following tasks in the process of analyzing the content were provided.
- We classified the content based on Benjamin Bloom's Learning Domains, Bloom's Cognitive Skill Levels, and Robert Gagne's Learning Outcomes.
- We conducted a DIF analysis (difficulty, importance, frequency) and used it to distinguish between the "need to know" and "nice to know" content, resulting in a six-module instructional design. See Appendix A for a summary chart of the content analysis carried out for this project.

The order of the topics is sequential and hierarchical due to the nature of the training, i.e., the learner decides the content of the speech based on the speech theme search. Before making a Japanese manuscript, the learner should make an English manuscript to get an idea of the overall appearance of the speech. Appendix B shows the learning outcomes, assessments, and learning and teaching strategies derived from the content analysis.

Factors Impacting Content Treatment

Several factors influenced the decisions on content treatment, including the demands of the content, the needs of the learners, and the instructional goal of the project.

Demands of the Content

As a whole, the project's main tasks match Bloom's revised cognitive thinking skills taxonomy (Krathwohl & Anderson, 2010). First, they must **understand** the Contest's object, requirements, themes, and registration process. Then they must **understand and remember** the characteristics of a speech manuscript. And they need to recall their memory about the previous basic information and **apply** them to **create** an English draft. They then recall and **apply** their knowledge of the Japanese language to translate the English draft to a Japanese draft. To practice their Japanese manuscript, they need to **create** audio, a video, and slides. And lastly, they will **evaluate** each other's presentation before submitting.

Based on the main tasks of preparing the speech contest, some content must be designed to scaffold their preparations according to the demands. The content that should be recalled from memory and be applied in the preparation are likely to include the characteristics of a speech manuscript, Japanese language knowledge, and the rubrics of speech contests, which are essential for the success of their speech. The content that should not be recalled from memory but is also critical to their understanding includes the Contest's requirements, themes, registration process, and the skills of editing audios and videos, which would be provided for learners with easy access as references.

We provide a sample of the message design principles, form and flow factors, and media attributes used to communicate the content to learners in Appendix C effectively.

Learner Needs

As noted, the needs and characteristics of the learners have a significant influence on how the content is treated in this instruction. For example, the instruction will have an asynchronous, self-paced design to be flexible and easily accessed by learners who are concurrently taking the JAPA352 course. Content is chunked into segments for easy learner consumption. Since the Contest date is specified, there is a time constraint on the execution of the project. Each scenario's deadline should be clear for learners' busy schedules to complete each module in two weeks. Differentiation will be made within the scenario to bridge the gap between students with prior Japanese knowledge.

Most of the learners are in the 3rd or 4th grades of the undergraduate and have their academic major. The project draws the learner's attention by making the content of the speech relevant to their field of study. Through the project, learners acquire the ability to express themselves in multiple languages by learning the process of preparing presentations. Therefore, the project should reflect as much as possible that learners present their presentations globally in their respective fields of expertise for practical use in the future.

Project Instructional Goal

As listed in Appendix A, the Content Analysis Summary Chart, all the chosen content should stick to the point to serve the goal. The overall instructional goal of the project is to provide students with knowledge and skills about developing and delivering an effective speech in Japanese for the speech contest and future work fields and encourage students to gain confidence and motivation for future language learning and work. The overall goal also influences the design of instructional content.

Technology and Media Selections Plan

We choose technology and media tools to support asynchronous online instructions and provide a convenient environment for learners. All instructions are published to learners within the Canvas LMS used by the UT System. Designers will use the widgets of the online interaction tool, Materia, to create lectures, including videos and slides, and to implement teaching strategies. The quiz function in Canvas will be used to allow learners to demonstrate understanding. Designers will use assignments and discussion boards to implement learning strategies. The university provides learners with access to the Microsoft Office 365 app and Zoom app. Learners can use a free application for video editing. Appendix B shows the technology aligned with the outcomes, assessments, and strategies for each module.

The technology and media selections plan will adhere to University of Tennessee System Policy IT0126 and the Office of the Provost's Accessible Information, Materials, & Technology guidelines for Developing Accessible Learning Environments. We will also adhere to the University of Tennessee's Brand Guidelines for designing instruction modules' graphics. Closed captioning and the transcript are provided to assist learners.

III. Implementation and Evaluation Plan

Implementation Plan

The Tutorial for Tennessee Area Japanese Speech Contest project will be implemented via Canvas LMS of UTK. One of the instructional designers for this project, Keiko Eda, will be the instructor to carry out the plan in the Spring 2022 semester, who is familiar with all the information to implement the project and will handle the maintenance of the instruction LMS. This project is

expected to be deployed from February 1st, 2022. Table 3.1 provides a summary of the project schedule with milestones and dates.

Table 3.1 Project Schedule with Milestones and Dates

Resources Estimate	
Project Tasks	**Estimate Hours**
Project planning/meetings	40 hours
Outlines, scripts, prototypes	40 hours
Online interactions development	80 hours
Rubrics Development	40 hours
Quizzes Development	40 hours
Product testing, evaluation, revisions (multiple people)	80 hours (2 people, 40 hrs. ea.)
Total person hour estimate	320 hours

Project Schedule			
Milestone/Deliverable	**Responsible Party**	**Proposed Due Date**	**Completed**
Draft design plan	Instructional Designer	11/13/2021	√
Design plan reviewed	Instructional Designers	11/15/2021	√
Module 1 Online Interaction	Instructional Designers	11/26/2021	
Module 1 Reviewed	Instructional Designers	12/03/2021	
Module 2 Template	Instructional Designers	12/10/2021	
Module 2 Reviewed	Instructional Designers	12/10/2021	
Module 3 Review Videos on how to construct speech manuscript	Instructional Designers	12/17/2021	
Module 3 Quiz for constructing a manuscript	Instructional Designers	12/24/2021	
Module 3 Reviewed	Instructional Designers	12/24/2021	
Module 4 Ungraded formative quiz on Japanese expressions	Instructional Designers	01/07/2022	
Module 4 Rubrics for creating Japanese speech	Instructional Designers	01/14/2022	

Module 4 Reviewed	Instructional Designers	01/14/2022	
Module 5 Review video samples	Instructional Designers	01/21/2022	
Project Schedule			
Milestone/Deliverable	Responsible Party	Proposed Due Date	Completed
Module 5 Rubrics for creating PowerPoint (PPT)	Instructional Designers	01/21/2022	
Module 5 Quiz for creating PPT	Instructional Designers	01/21/2022	
Module 5 Reviewed	Instructional Designers	01/21/2022	
Module 6 Lecture about video recording and editing	Instructional Designers	01/28/2022	
Module 6 Discussion Board	Instructional Designers	01/28/2022	
Module 6 Rubrics for performing the presentation	Instructional Designers	01/31/2022	
Module 6 Reviewed	Instructional Designers	01/31/2022	

Evaluation Plan

Formative review for the project will be carried out by internal design team members, by Japanese Program faculty, by one or more students who are representative of the target audience (as recommended by the instructor), and by SME. Internal reviews of each scenario will focus on usability, accessibility, content accuracy and integrity, and *look and feel*. The SME (Japanese Linguist) review focuses on the appropriateness of the expressions used in the speech. A linguistic verification of the instructions will be conducted by a colleague whose native language is English.

The instruction designers used the Kirkpatrick four-level evaluation model (Larson & Lockee, 2020, p. 372) for formative and summative measurements. These measures are outlined in Appendix D.

IV. Design Plan Conclusion

This project, Tutorial for Tennessee Area Japanese Speech Contest, is proposed to meet the current gap in formal training for participating in the Tennessee Area Japanese Speech Contest. The design plan of this document aims to meet the instructional goal of this project to help learners master knowledge and skills about developing and delivering an effective speech in Japanese and gain confidence in future language learning. Some feedback from the IT570 instructor and peers is reflected in the design plan. Appendix E shows the detail of the reflection. The instructional designers welcome additional feedback from reviewers and stakeholder.

References

Krathwohl, D. R., & Anderson, L. W. (2010). Merlin C. Wittrock and the revision of Bloom's taxonomy. *Educational psychologist, 45*(1), 64-65.

Larson, M. B., & Lockee, B. B. (2020). *Streamlined ID: A practical guide to instructional design*. Routledge.

Appendices

Appendix A

Content Analysis Summary Chart

Content Item	Learning Domain (K, S, A, or combo)	Bloom's Cognitive Thinking Skill Level	Need-to-Know (essential) OR Nice-to-Know?	DIF Analysis (Difficulty, Importance, Frequency),	Gagné's Learning Outcome Type
Module1: Identify the Contest's object	Knowledge	Understand	Need to Know	Low/ High/ Low	Verbal Information Skills
Module1: Demonstrate understanding of form and requirements	Knowledge	Understand	Need to Know	Low/ High/ Moderate	Verbal Information Skills
Module 1: Recognize the time frame and registration process	Knowledge	Remember/ Understand	Need to Know	Low/ High/ Moderate	Verbal Information Skills
Module 2: Research on sustainable development goals	Knowledge	Understand	Need to Know	Moderate/ Moderate/ Low	Intellectual Skills Defined Concept Formation
Module 2: Summarize internet search results and reflection	Knowledge	Apply	Need to Know	Moderate/ High/ Moderate	Intellectual Skills Defined Concept Formation

Content Item	Learning Domain (K, S, A, or combo)	Bloom's Cognitive Thinking Skill Level	Need-to-Know (essential) OR Nice-to-Know?	DIF Analysis (Difficulty, Importance, Frequency),	Gagné's Learning Outcome Type
Module 3: Demonstrate understanding the characteristic of speech manuscripts	Knowledge	Understand	Nice to Know	Low/ Moderate/ Moderate	Verbal Information Skills
Module 3: Compose a speech in English	Knowledge	Apply/ Create	Need to Know	High/ High/ Moderate	Intellectual Skills Higher-order Rules
Module 4: Recall Japanese ability	Knowledge	Remember	Nice to Know	Moderate/ Moderate/ Moderate	Intellectual Skills Concrete Concept Formation
Module 4: Recognize Japanese expressions used in speech	Knowledge	Understand	Nice to Know	Moderate/ Moderate/ Moderate	Verbal Information Skills
Module 4: Create a speech manuscript in Japanese	Knowledge	Apply/ Create	Need to Know	High/ High/ High	Intellectual Skills Higher-order Rules
Module 5: Practice the manuscript	Knowledge	Apply	Need to Know	Moderate/ High/ Moderate	Cognitive Strategies Rehearsal Strategies

Content Item	Learning Domain (K, S, A, or combo)	Bloom's Cognitive Thinking Skill Level	Need-to-Know (essential) OR Nice-to-Know?	DIF Analysis (Difficulty, Importance, Frequency),	Gagné's Learning Outcome Type
Module 5: Create a presentation slide	Knowledge	Apply/ Create	Need to Know	Moderate/ High/ Moderate	Cognitive Strategies Organizational Strategies
Module 6: Obtain equipment for recording and editing the speech recorded	Knowledge/ Skill	Apply	Need to Know	Moderate/ High/ Low	Intellectual Skills Rule Application Motor Skills
Module 6: Perform a speech	Skill	Apply/ Create	Need to Know	High/ High/ Moderate	Motor Skills
Module 6: Critique peer's presentation	Knowledge	Analyze/ Evaluate	Need to Know	Moderate/ High/ Low	Intellectual Skills Higher-order Rules
Module 6: Participate in the speech contest	Knowledge/ Skill	Apply/ Create	Need to Know	Moderate/ Moderate/ Low	Intellectual Skills Rules Application Motor Skills

Appendix B

Aligned Outcomes, Assessment, and strategies

Learning Outcomes/Objectives	Assessments	Teaching/Learning Strategies	Technologies
1.0 (Knowledge) Identify the Contest's object. 1.1 (K) Demonstrate understanding of form and requirements of speech by explaining. 1.2 (K) Recognize the time frame. 1.3 (K) Recognize the process of registration of speech context.	1.0-1.3 (Formative) Multiple choice quiz worth 12 points (3 per objectives).	1.0-1.3 (teaching strategy) Overview of online interaction on the introduction of course; Contest's object, form, requirements, time frame, and registration.	1.0-1.3 Instructional/Delivery Technology – Online, asynchronous access via LMS to online interaction. 1.0-1.3 Instructional/Delivery Technology – Online, multiple-choice question formats to test recognition of foundational knowledge for participating in the course in the LMS.
2.0 (K) Research on sustainable development goals (UNF). 2.1 (K) Reflect research contents to their major based on the topic requirement of speech context. 2.2 (K) Describe what they want to convey.	2.0 (Formative) Perform advanced and Boolean internet search. 2.1 and 2.2 (Formative) Essay worth 8 points. Reflect on what you have learned about sustainable development in your area of study and summarize it in an essay report.	2.0 (learning strategy) Website exploration on sustainable development goals (UNF) to locate and bookmark the applicable speech theme. 2.1 and 2.2 (learning strategy) Small group discussion to exchange learner's summary and reflection on the same sustainable development topic.	2.0 Instructional/Delivery Technology – Online, add a link to access UNF resources to the LMS. 2.1 and 2.2 Instructional/Delivery Technology – Online, open online discussion board in the LMS.
3.0 (K) Demonstrate understanding the characteristics of speech manuscripts by explaining.	3.0 (Formative) Short answer quiz worth 10 points.	3.0 (teaching strategy) (LinkedIn learning) video on how to construct speech manuscripts.	3.0 Instructional/Delivery Technology – Online, asynchronous access via LMS to an OIT's LinkedIn learning video.

Learning Outcomes/Objectives	Assessments	Teaching/Learning Strategies	Technologies
3.1 (K) Determine what they want to say the most. 3.2 (K) Compose a speech in English.	3.1 and 3.2 (Formative) "A speech draft in English" individual assessment worth 10 points. Use the rubric provided and create an English draft.	3.1 and 3.2 (learning strategy) Learner creates an English draft and receives feedback from an instructor. (It's based on constructivism and constructivist pedagogy)	Multiple choice question formats to test recognition of knowledge on constructing speech manuscripts in the LMS. 3.1 and 3.2 Instructional/Delivery Technology – Online, add instruction and rubric for English draft to the LMS. English draft for individual assessment will be submitted to the LMS.
4.0 (K) Recall their Japanese ability. 4.1 (K) Recognize Japanese expressions used in speech. 4.2 (K) Translate the English speech manuscript into Japanese. 4.3 (K) Revise the first Japanese draft.	4.0 and 4.1 (Formative) Ungraded formative quiz on Japanese expressions used in speech. Some fill-in-the-blank and some multiple-choice, based on what should be recommended and what can be used by the learner. 4.2 (Formative) "First Japanese draft" individual assessment worth 10 points. Use the rubric provided and create a first Japanese draft. 4.3 (Formative) "Second Japanese draft" individual assessment worth 10 points. Revise the first Japanese draft and create the second draft.	4.0 (learning strategy) Learner recalls prior knowledge of Japanese grammar, vocabulary, expression, and characters with the list provided. 4.1 (learning strategy) Use a concept map to organize the Japanese words for the speech. 4.2 (learning strategy) Learner translates English draft into Japanese. 4.3 (teaching strategy) Provide instructor's feedback for the first Japanese draft, and learner revises it to get the second Japanese draft.	4.0 Instructional/Delivery Technology – Online, multiple-choice/ fill-in-the-blank question formats to test recall of Japanese knowledge. 4.1 Instructional/Delivery Technology – Online, add a link to access concept map to the LMS. 4.2 and 4.3 Instructional/Delivery Technology – Online, add instruction and rubric for Japanese draft to the LMS. Japanese draft for individual assessment will be submitted to the LMS.

Learning Outcomes/Objectives	Assessments	Teaching/Learning Strategies	Technologies
5.0 (K) Practice the manuscript with emotions.	5.0 (Formative) Record audio of their manuscripts.	5.0 (teaching strategy) Learner records to learn samples of speech presentation. Give feedback to their audios.	5.0 Instructional/Delivery Technology – Online, open assignment audio recording in the LMS.
5.1 (Skill) Create a presentation slide based on the requirements of speech context.	5.1 (Formative) "presentation slide" individual assessment worth 10 points. Use the rubric provided and create a PPT slide presentation.	5.1 (learning strategy) Learner creates PPT slide presentation.	5.1 Instructional/Delivery Technology – Online, add instruction and rubric for PPT slide presentation to the LMS. Presentation slides for individual assessment will be submitted to the LMS.
6.0 (S) Obtain equipment for recording. 6.1 (K/S) Edit compelling speeches recorded. 6.2 (S) Perform a speech.	6.0 and 6.1 (Formative) Ungraded discussion Q & A forum. Ask a question or share valuable tips for recording and editing videos. 6.2 (Summative) Speech performance worth 20 points. Use the rubric provided and perform a speech presentation.	6.0 and 6.1 (teaching strategy) Lecture on video recording and editing. Discuss on Q&A forum. 6.2 (learning strategy) Video speech presentation in Japanese.	6.0 and 6.1 Instructional/Delivery Technology – Online, asynchronous access via LMS to online interaction. Open an online discussion board in the LMS. 6.2 Instructional/Delivery Technology – Online, add instruction and rubric for recording presentation to the LMS. Speech presentation for peer evaluation will be submitted to the LMS.
6.3 (K) Comment to peer's performance.	6.3 (Summative) Critique peer's presentation and respond to opinion or recommendation worth 10 points.	6.3 (learning strategy) Learner evaluates a peer's presentation and responds to feedback in Japanese.	6.3 Instructional/Delivery Technology – Online, open online discussion board in the LMS.
6.4 (K/S) Make revisions based on the feedback and	6.4 (Summative) Ungraded instructor's approval.	6.4 (learning strategy) Learner revises their recorded	6.4 Instructional/Delivery Technology – Online, add instruction and link to the LMS

Learning Outcomes/Objectives	Assessments	Teaching/Learning Strategies	Technologies
submit their speech to the Contest.		presentation and submits to the Contest.	for speech submission to the Contest.

Appendix C

Design Principles, Form and Flow Factors, and Media Attributes

Learning & Message Design Principles to Address	FORM & FLOW FACTORS	NOTES & Possible Media Attributes to Optimize
To make content easier to understand. Chunk Content. Offer appropriate control.	Structure and flow are easy to comprehend. Information about the Contest is appropriate according to the topic. An appropriate number of menu and content layers.	We will use online interaction slides to facilitate chunking of content with clear navigations and buttons. The online interaction slides will include tabs allowing learners to quickly go back and forth of the pages they want to navigate.
To make content easier to understand.	Provides specific advice on how to proceed through instruction.	Use Google to search with keywords.
Support memory	Images and diagrams are used to provide accurate mental models.	Use Widgets to create flashcards to remember the critical information of the characteristics of the contest speech manuscript.
Support memory	Images and diagrams are used to provide accurate mental models.	Use a concept map to organize the Japanese words for the speech.
To make content easier to understand. Emphasize	Structure and flow are easy to comprehend. Key content is highlighted and easily perceived.	Use a PPT example to explain the rubric of creating slides for the presentation.
Focus attention	Videos are used to convey realism when appropriate to enhance key features of a powerful speech presentation.	Use speech videos from the previous winners.

Appendix D

Kirkpatrick Four-Level Evaluation Plan

Kirkpatrick Level	Description	Measurements to Implement
Level 1: Reaction	This level of evaluation gauges the learners' satisfaction with and reaction to the project.	This level will be measured formatively with surveys during usability tests of the prototype. It will be measured summatively by collecting project participants' evaluation data.
Level 2: Learning	This level ascertains the success of the learning materials through the results of knowledge assessments.	This level will be measured summatively by instructor evaluation of learners' module site.
Level 3: Behavior	This level evaluates how learners apply their knowledge, skills, and attributes from the training module content.	This level will be measured formatively by an instructor and peers' evaluation of learners' presentations through provided rubrics. The quality of participating students' knowledge and skills related to presentations in Japanese acquired through the project will be ascertained summatively by evaluation data of the judges of the speech contest.
Level 4: Results	This level determines the long-term results and impact of the UTK Japanese Program goals related to Japanese performance.	This level will likely not be measured. However, project instructors can collect evaluation data on the continuity of knowledge and skills by regularly inviting former students to classes or events in the Japanese Program and allowing them to give presentations in Japanese.

Appendix E

Feedback Table

Date of Feedback & Reviewer	Section of the Design Plan	Reviewer Comment	How was the Comment Addressed?
10/01/2021 Instructor	Introduction	In general, this is a very good start – some of the sentences are awkwardly worded, and it should only be 4 or so pages long. Be sure to add page numbers – I personally like the "X of Y" format.	Omitted the unnecessary information and added page numbers in the format of "x of y."
10/01/2021 Instructor	Introduction	Very nice visual! We still need to work on your title – let's brainstorm it in class on Monday.	Revised the title to "Tutorial for Tennessee Area Japanese Speech Contest."
10/01/2021 Instructor	Introduction	Awkwardly worded sentences – you can reduce this by using "Grammarly" or text-to-speech to catch awkward phrases before submitting your paper. Length is too long – edit to "tighten up" your introduction, which should only be four or so pages long.	Checked and revised grammar and spelling by using "Grammarly." Omitted the unnecessary information and rewrote some sentences to make it concise.
10/01/2021 Instructor	Introduction	Good job on adding the Executive Summary! Note that you will likely need to shorten this up a bit to add summaries for the other sections as you add them later.	Merge the executive summaries for "performance context," "learning context," and "cultural context" into one paragraph with the title of "Context Analysis."
10/01/2021 Instructor	Introduction	Do the learners link? I'd also like to talk to you about your technology plans. I think you can do all this effectively with a couple of Canvas module pages that include links to videos, etc. Remind me to show you how in class.	Changed the plan of using a stand-alone website to use Canvas module pages for this program.
10/01/2021 Instructor	Introduction	Write out your first usage of "PPT" - PowerPoint	Rewrote it to "PowerPoint (PPT)."

Date of Feedback & Reviewer	Section of the Design Plan	Reviewer Comment	How was the Comment Addressed?
10/01/2021 Instructor	Introduction	Good start on the table of contents (TOC)! Note that you can create it using the MS Word menu command: References (tab) → Table of Contents, and it will then hyperlink to sections and keep track of page numbers.	Created a table of content (TOC) by using the MS word automatically to insert a TOC.
10/01/2021 Instructor	Introduction	It would be good to cite some literature or statistics in this section to support your claims and points.	N/A
10/01/2021 Instructor	Introduction	The second sentence in this paragraph is incomplete. Do you mean: "These are typically students at the University of Tennessee who have…"??	Rewrote the sentence by adding the subjective "These are typically students at the University of Tennessee who have...".
10/01/2021 Instructor	Introduction	The sentence is awkwardly worded, and the meaning is not clear. I would have a native English speaker read your work prior to submitting or use Grammarly or text-to-speech to catch word omissions.	Revised the grammars and spelling by using "Grammarly."
10/01/2021 Instructor	Introduction	Performance context: good information in this section, but there is some repetition. You should seek to concisely state everything about the Performance Context in one to two paragraphs, referring to any additional details in an appendix item (like the performance worksheet form).	Cut the unnecessary information and rewrote this section into two paragraphs.
10/01/2021 Instructor	Introduction	Very good section. Again, I think you can accomplish all this within a few module pages in Canvas. If you do that, then you can use those same pages in multiple Canvas courses.	Changed the plan of using a stand-alone website to use Canvas module pages for this project.
10/01/2021 Instructor	Introduction	Good job on this section! Do you also plan to "frame" everything within the context of the Contest? And if so, that should also aid in the transfer of skills from the learning context to the performance context.	Added, "What's more, the speech contest would be held online that aligns with the online learning context, which would also aid in transferring the skills from the

Date of Feedback & Reviewer	Section of the Design Plan	Reviewer Comment	How was the Comment Addressed?
			learning context to the performance context."
10/01/2021 Instructor	Introduction	I'm not seeing that there is a strong organizational culture to consider for this project, so it may be best not to include this section.	Deleted the organizational culture context.
10/01/2021 Instructor	Introduction	This is good but too long. Consider either using sub-headings (like "Timely Completion," "Cost, etc.) or use a bulleted list of constraints.	A bulleted list of constraints is used.
10/01/2021 Instructor	Introduction	Use "parallel" construction on these bullets. I've edited them to illustrate one way to do this, you could also begin all bulleted sentences with "ing" words or command form verbs.	Edited the bulleted list to illustrate one way.
11/07/2021 Instructor	Instructional Treatment	Go ahead and set and use the MS Word headers for this so it will be accessible to screen readers and will automatically create a TOC for you. Let me know if you need some guidance on how to do that.	Created a table of content (TOC) by using MS word to insert a TOC automatically.
11/07/2021 Instructor	Instructional Treatment	Have you defined this acronym (LMS) previously? If not, be sure to do so the first time it is used, and then you can use the acronym afterward.	Yes, LMS has been defined in the Introduction part.
11/07/2021 Instructor	Instructional Treatment	I think this would be more readable if you bulleted each of these. For example: - Module 0 – Introduction to the Contest - Module 2 – Understanding the Contest Theme - (etc.) Consider, as well, renaming your modules to use parallel construction. Possibilities could include starting each module title with a command-form verb	Rewrote by adding bullets: • Module one--Introduction to the Contest • Module two--Understanding the Topic of Speech • Module three--Learning the Skills of Writing a Speech Manuscript • Module four--Composing a Japanese Speech Manuscript

Date of Feedback & Reviewer	Section of the Design Plan	Reviewer Comment	How was the Comment Addressed?
		or the "ing" form of a verb (e.g., "Select a Topic" or "Selecting a Topic").	• Module five--Creating a Presentation Slide • Module six--Practicing, Revising, and Submitting the Video Presentation
11/07/2021 Instructor	Instructional Treatment	Earlier, you wrote out "six." The standard rule is to write out the word for a number if it is one digit (i.e., one through nine) and use the numerals if it is two digits or more (i.e., 10 through infinity).	Revised by using words one to six instead of using digital numbers.
11/07/2021 Instructor	Instructional Treatment	Does the project consist of 6 modules or the Speech Contest? This sentence structure makes it sound like the Contest consists of 6 modules. I would also suggest starting with Module 1. If you have a Module 0 it would be devoted to an overview of the 6-module training course itself, rather than an overview of the Contest.	Revised module numbers by starting from module one.
11/07/2021 Instructor	Instructional Treatment	Excellent progression map! I would add the module numbers, so the reader knows where each module begins.	Revised the map by adding module numbers in the first item box for each module.
11/07/2021 Instructor	Instructional Treatment	Maybe use "build on" instead of "combine"?	Revised by using "build on."
11/07/2021 Instructor	Instructional Treatment	Maybe instead: "...in long-term memory is also supported by assumptions from cognitive theory."	Revised the sentence as suggested.
11/07/2021 Instructor	Instructional Treatment	This point could be made more strongly. Do you mean that "instructors must use authentic, real-world problems and tasks to help students make sense of and construct an accurate mental model with both new and existing knowledge"?	Yes, revised the sentence as suggested.

Date of Feedback & Reviewer	Section of the Design Plan	Reviewer Comment	How was the Comment Addressed?
11/07/2021 Instructor	Instructional Treatment	This sentence is very similar to your first sentence in this paragraph – it may be that you meant to delete one of these??	Deleted the first sentence in the paragraph.
11/07/2021 Instructor	Instructional Treatment	Either delete this portion of the sentence or include the things the content treatment should address, including the demands of the content, the needs of the learners, and the instructional goal.	Deleted the portion of the sentence (that effectively addresses) because we have this in two paragraphs below.
11/07/2021 Instructor	Instructional Treatment	Good job on referencing the appendix item! (Are you sure, however, that this would be Appendix A? if you are including a chart on any of your analyses of the learner, contexts, needs, etc., it would not be "A"). Also, if Appendix A is more than just the DIF analysis, you may want a separate sentence here that says: "See Appendix A for a summary chart of the content analysis carried out for this project."	Yes, this refers to Appendix A. Revised sentence as suggested.
11/07/2021 Instructor	Instructional Treatment	I would cite Krathwohl and Anderson's article on the revision here.	Cited Krathwohl and Anderson's article in 2010.
11/07/2021 Instructor	Instructional Treatment	Very good – you might consider a way to make the Bloom's levels more obvious here. Either bolding the names of the levels in the text or breaking them out, as follows: 1. UNDERSTAND the Contest's object, requirements, … 2. UNDERSTAND and REMEMBER the characteristics of a speech manuscript. 3. (etc.) OR you could provide this same information on an image of Bloom's pyramid of thinking levels.	Bolded the names of the levels in the text to make Bloom's levels more obvious.

Date of Feedback & Reviewer	Section of the Design Plan	Reviewer Comment	How was the Comment Addressed?
11/07/2021 Instructor	Instructional Treatment	Is this sentence complete? Also, since you talk about learners and the instructional goal in the Introduction, be sure to start each of these sections with a statement that clearly orients the reader to the fact that you are talking about learners and the goal with respect to the influence they have on your content. For example, for this section: "As noted, the needs and characteristics of the learners has a significant influence on how the content is treated in this instruction. For example, the instruction will have an asynchronous, self-paced design so that it is flexible and easily accessed by learners who are concurrently taking the JAPA352 course." Or something similar.	Replace the comma with the period to complete the sentence. Revised the first sentence of this paragraph as suggested.
11/07/2021 Instructor	Instructional Treatment	Your statement about the goal here is good, but I would pull that ending statement up to the front of that paragraph so that it is very clear that you are repeating the goal because you are talking about how the goal is influencing your treatment of the content.	Rewrote the paragraph by making the last sentence to the first sentence.
11/07/2021 Instructor	Instructional Treatment	If you define this earlier, you can just use the acronym (LMS) here	Used the acronym.
11/07/2021 Instructor	Instructional Treatment	Be sure to set the first row of your table to repeat on subsequent pages (see the handout in Optional Resources on Nifty MS Word features).	Set the first row of all tables to repeat on subsequent pages.
11/08/2021 Instructor	Implementation and Evaluation	Very good job on the Kirkpatrick measures! The only one I am wondering about is your Level 2. I do not think you need a formative measurement of this (other than possibly in the pilot test).	Deleted a formative measurement of Level 2.

Date of Feedback & Reviewer	Section of the Design Plan	Reviewer Comment	How was the Comment Addressed?
11/15/2021 Peer	Appendix B	Appendix B can be hard to read - by adjusting the outcomes to align with the other three columns, this can flow better.	Aligned three columns.
11/15/2021 Peer	Appendix C	Appendix C first row of content can be split into three rows to maintain consistency for the whole chart.	Insert an extra line in the first row to align contents.
11/15/2021 Peer	Appendix E	Appendix E is not listed or referenced in the plan.	Referenced in the design plan conclusion.
11/15/2021 Peer	Executive Summary	Mentioning the specific appendix item that you reference in your plan. Example: page 2 "listed in an Appendix item" could be "as referenced in Appendix A"	"Appendix item" was rewrite to "Appendix B."