

***ENHANCING CURRICULUM
DEVELOPMENT SKILLS
THROUGH THE USE OF
*AUTHORING TOOLS****

-

FSI'S ***ACTIVITY BUILDER***

INTRODUCTIONS

Philip van den Hout

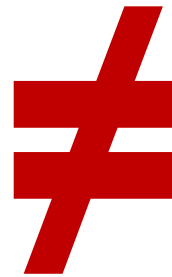
vandenHoutP@state.gov

Jisu Lee

LeeJH@state.gov

SPEAKINGFRANKLY

***Developing a Classroom
Curriculum***



***Developing a Self-study
Review Curriculum***

ISSUESATHAND

- › Lack of practice materials that are useful, meaningful, interactive, and engaging
- › Lack of resources (personnel) to develop
- › Lack of time to train personnel to develop

ACTIVITYBUILDER

- › Developed in-house
- › Rapidly produce content
- › Based on proven models
- › Section 508 - compliant
- › Input content directly
- › Immediate feedback

ACTIVITYBUILDER

DS_Crime and Investigations Lesson 1
Scenario 1 - Interviewing Fraud Suspect

Objectives

Scenario

Task

Vocabulary

Phrases: Biographical Information

Biographical Information: Practice

Biographical Information: How Would You Say?

Phrases: Application Questions

Application Questions: Practice

Application Questions: How Would You Say?

Phrases: Travel and Passport Questions

Travel and Passport Questions: Practice

Travel and Passport Questions: How Would You Say?


Vocabulary Practice 1

Vocabulary Practice 2

Vocabulary Practice 3

Role Play

Challenge Yourself



Create Activity

Delete Activity

Edit Activity Name

Reposition Activity

Edit Lesson Name

Main Menu

Logout

Activity Settings

Activity Layout

Activity Content

Name: **Vocabulary Practice 1** Subtype: **TargetToEnglish**

Manage Records Manage Global Textbox and Links

Order Records

Delete Record

Update Record

Record 1 2 3 4 5 6 7 8 9

*** Required Fields**

Clear Fields

Import Record

*Category

U2L1A04

Select Category

*English

permanent address

*Target Language

endereço permanente

Audio Filename

U2L1A04_Address.mp3

mp3

ogg

Select Audio

▶ Notes

Culture Note

Grammar Note

Data Table [Read Only] Hide Data Table

Record	English	Target Language	Audio
1	application	a solicitação	U2L1A04_Application
2	date of birth	a data de nascimento	U2L1A04_DOB
3	place of birth	a local de nascimento	U2L1A04_Place

Design View

Preview

Save Activity

DATABASE

- › Rapidly reuse content
- › Batch upload content
- › Easy corrections

ACTIVITYTYPES

Text

Click and Hear

Glossary

Dialogue Synch

Hear and Click

Matching

Multiple Choice

Fill in the Blank

True/False

Sequencing

ACTIVITY TYPES

Annotated Text

Read the text. Click the words that are in bold to view additional information.

POURQUOI LES AFRICAINS NE VOTENT PLUS

LE DOCUMENT

A BIEN Y REGARDER, L'ABSTENTION EST PLUS GRAVE QUE LA FRAUDE OU LA VIOLENCE.

François Soudan

« Aux **urnes**, l'Afrique » ! : ce titre d'un ouvrage collectif et pionnier, écrit il y a un quart de siècle par une équipe de chercheurs africanistes à l'époque où le continent s'ouvrait enfin au pluralisme, serait-il un **contresens** ? Apparemment, oui. Du Cameroun au Mali, en passant par le Congo et le Togo, les dernières nouvelles du front électoral ne sont pas bonnes : consultations **bâclées**, bugs informatiques, reports indéfinis et taux d'abstention parfois spectaculaires relevés lors des législatives camerounaises et maliennes du 22 juillet – 70 % à Douala et jusqu'à 90 % dans une capitale aussi politisée que Bamako. C'est surtout ce dernier phénomène, celui de la désaffection de l'électorat – également constaté lors des législatives congolaises du 24 juin, où le taux de participation a manifestement été beaucoup plus faible qu'annoncé (60 %), ne serait-ce que pour des motifs techniques –, qui **ne laisse pas d'**inquiéter. Pourquoi **boude**-t-on les urnes, vecteur essentiel d'une démocratie chèrement acquise ? Il existe certes, pour expliquer cette défection, une clé culturaliste, aussi simple que douteuse, dont usent encore certains observateurs venus du Nord. Les élections africaines ne seraient que rituels, **trucages** et bouffonneries, et les électeurs, **déboussolés** puis dégoûtés, les auraient définitivement rangées au rayon du luxe politique et financier inutile. Erreur : c'est l'inverse, et c'est bien là tout le problème. Bonne gouvernance et conditionnalité démocratique de l'aide obligent, les élections en Afrique sont en effet globalement de plus en plus transparentes (ou de moins en moins opaques), de mieux en mieux contrôlées et de plus en plus crédibles. Tous les pouvoirs en place savent désormais qu'une victoire écrasante à 95 % est encombrante et **dessert** inévitablement le but recherché. Au Cameroun par exemple, mais aussi au Congo (où le spectaculaire **ratage** des dernières législatives relève presque

ne laisse pas de

does not stop from, continually

Show Glossary List

ACTIVITY TYPES

Synched Dialogue

Synch_Video

Use the video controller to play the video. Click English to see the English equivalent. Click any line in the transcript to watch its matching video segment.



Laura Pereira and Alfredo Carter are in the cafeteria talking about their preferences during their leisure time. Laura provides information about places to go, things to do in and out of the city, and cultural events. Alfredo gathers information about the city and the outskirts.

Pastimes

Laura Pereira

Bueno y hablando de todo un poco, ¿qué le gusta hacer en sus ratos libres?

Alfredo Carter

Me gusta jugar a los bolos.

Laura Pereira

Hay bastantes lugares aquí donde puede ir. Claro, hay unos mejores que otros. Yo no he ido nunca porque no me gustan los bolos, me gusta salir de la ciudad.

Alfredo Carter

¿Ah, sí? O sea que la gente va al campo los fines de semana.

Laura Pereira

Más que al campo a la gente le encanta ir a la playa. Las playas del norte son muy bonitas, el agua es clara, y hay bastante que hacer. Creo que le va a encantar. La pasamos muy bien.

Alfredo Carter

¿Se puede pescar? ¿Se puede acampar?

Laura Pereira

Sí, se puede. A mi esposo le gusta pescar, a mi hija nadar, y a mí tomar sol y leer.

Alfredo Carter

A mi esposa y a mí nos gusta la playa pero como no

English

ACTIVITY TYPES

MultipleChoice with Record & Playback

Travel and Passport Questions: How would you say?
Read the question and click the best answer.

1 2 3 4

How would you ask the interviewee if he/she had ever had a US visa?

- ¿Alguna vez ha tenido una tarjeta para votar estadounidense? [Record] [E]
- ¿Alguna vez ha tenido una visa estadounidense? [Record] [E]
- ¿Alguna vez ha tenido una identificación estadounidense? [Record] [E]

Next Item

The screenshot shows a software interface for a language learning activity. At the top, a title bar reads 'Travel and Passport Questions: How would you say?' and an instruction bar says 'Read the question and click the best answer.' Below this, a progress indicator shows four numbered boxes (1, 2, 3, 4), with box 3 highlighted. The main question is 'How would you ask the interviewee if he/she had ever had a US visa?'. Three multiple-choice options are listed, each in a yellow box with a 'Record' button (a square with a left-pointing arrow) and an 'E' button (a square with the letter 'E') to its right. The options are: '¿Alguna vez ha tenido una tarjeta para votar estadounidense?', '¿Alguna vez ha tenido una visa estadounidense?', and '¿Alguna vez ha tenido una identificación estadounidense?'. At the bottom right, there is a 'Next Item' button with a right-pointing arrow. The background of the interface is a faded image of a building entrance.

***PRIOR*EMPHASIS**

- › Technical proficiency in Activity Builder
- › Unstructured development

CLUTTEREDMESS

Lessons

▶ Create Draft Lesson

Select Draft Lesson

Select Draft Lesson

Course Introduction *** public ***

Eric Test

Jisu Test

▶ NR phase1

▶ Philip test

▶ practice lesson

▶ Prueba

prueba

Act test

test2

▶ Testing (Hannes)

▶ Testing_UE_Hannes

Unit 1 Lesson 1 Expanding the Embassy Security Area *** public ***

CURRENT OFFERINGS

Activity Library			
Languages	Lessons	Lesson Objective	Activity Details
<ul style="list-style-type: none"> Arabic Bulgarian Danish French Gujarati Korean Macedonian Malay Mandarin Polish Portuguese Romanian Russian Spanish Tajiki Thai Tibetan Turkish 	<ul style="list-style-type: none"> Arabic Express III L2 Listening Comprehension Arabic Express III L2 Post Activities Arabic Express III L2 Pre-Listening Activities Arabic Express III L2 Pre-Reading Activities Arabic Express III L2 Reading Comprehension Arabic Express III L3 Listening Comprehension Arabic Express III L3 Post Activities Arabic Express III L3 Pre-Listening Activities Arabic Express III L3 Pre-Reading Activities Arabic Express III L3 Reading Comprehension Arabic Express III L4 Listening Comprehension Arabic Express III L4 Pre-Listening Activities Arabic Express III L4 Pre-Reading Activities Arabic Express III L4 Reading Comprehension Iraqi Express Lesson 1 Iraqi Express Lesson 2 Iraqi Express Lesson 3 Iraqi Express Lesson 4 Iraqi Express Lesson 5 Phase I - Dictionary Activity 1 Phase I - Dictionary Activity 2 Phase I - Dictionary Activity 3 Phase I - Dictionary Activity 4 Phase I - Dictionary Activity 5 Phase I - Dictionary Activity 6 Phase I - Dictionary Activity 7 Phase I - Dictionary Activity 8 Phase I - Dictionary Activity 9 Rotation One - Listening Comprehension Rotation One - Phonetics Week 01 Rotation One - Phonetics Week 02 Rotation One - Phonetics Week 03 Rotation One - Phonetics Week 04 Rotation One - Phonetics Week 05 	<p>Recognizing letters and sounds</p>	<p>Name: haa</p> <p>Objective: Recognizing the sound of the letter haa</p> <hr/> <p>Name: Haa and haa</p> <p>Objective: Differentiating between Haa and haa</p> <hr/> <p>Name: Daad</p> <p>Objective: Recognizing the sound of the letter Daad</p> <hr/> <p>Name: daal</p> <p>Objective: Recognizing the sound of the letter daal</p> <hr/> <p>Name: Daad and daal</p> <p>Objective: Differentiating between Daad and daal</p> <hr/> <p>Name: DHaa</p> <p>Objective: Recognizing the sound of the letter</p> <hr/> <p>Name: dhaal</p> <p>Objective: Recognizing the sound of the letter dhaal</p> <hr/> <p>Name: DHaa and dhaal</p> <p>Objective: Differentiating between DHaa and dhaal</p>

Select a language, select a lesson, then click Submit.

Submit
Logout

TRAININGPROCESS

STARTWITH

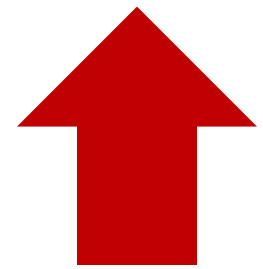
- › Overview and Examples
- › Consultation/Needs Assessment
- › Hands-on Training

NO DUMMY CONTENT,
NO TIME WASTED.

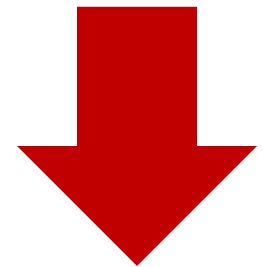
TRAININGPROCESS

Learn by ***Doing***

Engagement, Progress,
Enjoyment:



Development Time:



- › Showing **instructional principles** behind templates
- › Developing **self-study curriculum design skills**

BENEFITSABOUND

- › **Proven** instructionally sound models
- › **Reusing** content
- › **Immediate** feedback



- › **Reduced** development time
- › **Robust** self-study review and practice exercises for students