

INSTRUCTIONS - LDT200x

This is the basis of the design document which will be built from LDT200x through the final of LDT400x.

We will begin documenting our learning design architectural elements by developing an Instructional Design Document that will be utilized in this course (200x) and the next two courses. The Instructional Design document is a guidebook for key individuals, such as stakeholders, subject matter experts, and peers who may be collaborating on your learning experience. By capturing these elements, we can provide key individuals with a snapshot or vision of the finished learning product. Knowledge of this information keeps all stakeholders heading toward the same goal. This documentation is also important when reviewing when a course should be retired (sunsetting), discontinued, or even resurrected.

Start thinking about the topic for the 20-minute course that you would like to ultimately develop for your final project in the LDT400X course. The Instructional Design Document you create in this course will help your instructors and peers visualize your course goal. You do not need permission for the course topic you choose. Choose a topic that you are both passionate and knowledgeable about.



HOW THIS DESIGN DOCUMENT WORKS

The Instructional Design and Technology Micromasters® are interconnected and build toward a final project in LDT400x, in which you will build and deliver a 20-minute course. Instructional Technology & Design course sequence:

LDT100x: Learning Theories

LDT200x: Instructional Design Models

LDT300x: Digital Media, New Tools and Technology

LDT400x: Instructional Design Course Evaluation and Capstone

A design document will be used in 200x, 300x, and 400x.

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LDT200x INPUTS

Document Author CAUCHETEUX Barbara

Course Name *Rejection of the verb in Dutch with "OMDAT" (because).*

Executive Summary (complete this step last after you have filled in all other areas)

Learning Dutch is an essential component of Belgian education. From the age of 10 on, until the end of High School, francophone pupils (Franc speaking part of Belgium) choose either English, Dutch or German. In the capital region of Brussels, learning Dutch as a second language is compulsory.

Besides the scholar environment, Dutch is also widely studied by adults, either for professional or personal purposes. Learners who wish to deal with Dutch-speaking clients or colleagues, or to increase their chances of insertion on job market favoring bilinguals. Also, people want to learn Dutch for personal reasons such as citizen insertion in Flanders, Dutch speaking partner or because it is an important language in Belgium.

Coming back to the scholar environment: students struggle with Dutch grammar since it being a Germanic language versus French as a Latin Language poses its own challenges.

Besides paper, this lesson requires the use of a tablet or smartphone to complete drag and drop exercises as well as the recording of a video. Should it be that for technical reasons these devices are not available, the drag and drop exercise may be adapted with the use of paper labels that learners can put in the right order. The video can be replaced by a peer-to-peer presentation.

With the hope that this exercise sheds a light on the grammatical singularities that require cognitive adaptation of grammatical knowledge for students, the activity leaves room for improvement. The exercise may also be adapted for other grammatical points.

Type of course

This grammatical course focusses on a singular feature of Dutch language, that is to say the 'rejection of the verb' at the end of the sentence. Students struggle with a feature called 'rejection of the verb'. In some instances, the verb (simple or compound) has to be placed at the end of the sentence. This can sometimes come as counter-intuitive for students.

This course will focus on one specific and common case which is with the word *OMDAT* versus *WANT*. Both mean because / since and introduce a causal sentence. The difference lies in *OMDAT* requiring the rejection of the word in the second part of the sentence introduced by it, while *WANT* doesn't

require any change.

The course will be divided in four activities (two, with the first one having 3 subparts) training the students into using *OMDAT* with verb rejection correctly. The three activities will be followed by an assessment.

Target Audience & Learner Profile

The targeted audience is a 2nd year of Secondary school class (13-year-olds) with mostly francophone speakers. For some French is a second language after Arabic, Turkish, Italian, Spanish etc. The class is composed of around 25 students. The students are displayed in a typical classroom setting: 4 benches of 2 in 3 rows. Nevertheless, the activities will require the students to gather around 1 bench to work in groups.

The course will help the students to visualize the sentences and to use *OMDAT* correctly to express causality.

Learning Gap

Dutch grammar, because it is a Germanic language, but also because it has specific grammar characteristics, is quite complex to learn for the pupils who do not have a Germanic language as a first language. In this case, we will have a look at the conjunction *OMDAT* (because), as in contrast with *WANT* (since). Placed in between two sentence parts, *OMDAT* involves the necessity to place the verb(s) of the second sentence at the end of the whole sentence. In French, this verb rejection doesn't occur. Hence, mimicking French grammatical structure, they struggle to place the verb at the end of the sentence and leave it at the beginning of the sentence like in French.

An example: *parce que* is the equivalent translation of *OMDAT* in French (because). We have here a sentence composed of two parts joined by *OMDAT* / *parce que* / because. In English and French, the verb in the second part of the sentence sticks with the subject. In Dutch, however, the verb goes at the end of the sentence.

As you can observe below, students typically tend to put the verb just after the subject like in French (or English). This highlights the singularity of this Dutch feature.

	Sentence part 1			OMDAT	Sentence part 2			
	Subject	Verb	Object	Because	Subject	verb	Verb complement	Complement of time
French	Je	mange	une pomme	parce que	j'	ai	faim	après le cours de

								piscine
Translation in English	I	eat	an apple	because	I	am	hungry	after the swimming lesson
Dutch Correct sentence	Ik	eet	een appel	omdat	ik	na de zwemless	honger	heb
Typical erroneous Dutch sentence	Ik	eet	een appel	omdat	ik	heb	honger	na de zwemles

Terminal Learning Objective

By the end of the course, the learner will be able to create sentences with a rejection of the verb after the conjunction *OMDAT*.

Course Learning Objectives

1. Learners will be able to explain what the rejection of the verb is and when it is used
2. The learners be able to apply the verb rejection with *OMDAT*
3. The learners will be able to produce their own causal sentences using *OMDAT* and rejection

Instructional Strategies

Activities and tasks

To achieve each learning outcome listed above, what learning activities or tasks will the participant need to complete?

1. What activity will the participant complete to practice Learning Outcome 1 ?

Learners will practice a grammar game. 8 students will come at the front of the class and be attributed a role in the sentence (2 subjects, 2 verbs, 3 complements and 1 omdat). These learners will be spread throughout the class in random order. The other learners will show the “sentence” students the right order so as to obtain a grammatically correct sentence. At the end of the activity, learners summarize and explain the point of the rejection of the verb.

2. What activity will the participant complete to practice Learning Outcome 2 ?

Learners will complete two exercises on the computer. For the first one, they have to drag words in the right order to produce a correct sentence. In the second one, they have to complete the second part of the sentence using their own words.

3. What activity will the participant complete to practice Learning Outcome 2 ?

Learners will chose a topic to present in front of a group of peers (groups of 5) so as to express causality. They will give 5 causal sentences using *OMDAT* and one using *WANT*. E.g.: “I exercise a lot. I love dancing because it makes me move. On Mondays I go swimming because I want to be able to swim in competitions. My mother thinks exercise is important because it improves health (...)”.

Assessment Strategies

Assessments

1. Assessment for Course Learning Objective 1

Learners will be reviewed by peers so as to measure whether the sentence is correct or not.

Learners will be reviewed by peers so as to check understanding of the notion.

1. Assessment for Course Learning Objective 2

The exercises will check the learners’ degree of understanding.

2. Assessment for Course Learning Objective 3

Learners will be reviewed by peers and teacher so as to measure whether the sentence is correct.

Content Sources

- ANDERSON, David (2019?) '63 Delightful Drag-and-Drop Interactions for E-learning Designers #202' in *E-learning Heroes*, URL: <https://community.articulate.com/articles/63-delightful-drag-and-drop-interactions-for-e-learning-designers-202>
- CAUCHETEUX Barbara (2020) Explanatory video provided by the teacher, URL: <https://www.youtube.com/watch?v=t3jN8FoKu0w&t=75s>
- PAPPAS, Christopher (2015) '6 Ways To Use Drag And Drop Interactions In Your eLearning Course', in *eLearning Industry*, URL: <https://elearningindustry.com/6-ways-to-use-drag-and-drop-interactions-in-your-elearning-course>
- W3Schools, HTML Drag and Drop API, URL: https://www.w3schools.com/html/html5_draganddrop.asp

Course Sequencing (Outline)

Section 1: active game in 4 steps:

- 1) Learners are brainstorming about what 'rejection of the verb' might mean. Afterwards, an example of a sentence is given with which they try to infer the idea
- 2) Learners are mixed, 8 students are at the front of the classroom holding a paper with a sentence component (2 subjects, 3 complements, 2 verbs, 1 omdat). The classmates show the learners how to place themselves in the right order to form a correct sentence.
- 3) Afterwards, by groups of 5 students, students chose 7 words + *omdat* as an example to illustrate the prototype sentence, and completes the sentence. The other student reviews accuracy.
- 4) During the third round, the words of the different groups are mixed so as to obtain strange sentences !

Section 2: drag and drop exercises:

Learners will now apply what they have assimilated in a drag and drop exercise. This also is a means of assessing students' knowledge. Words in random order are given and students are invited to drag them into the right order to build a correct sentence.

Section 3: oral application:

After this online exercise, it is time for students to apply their knowledge orally.

First, the learners will provide a short video presentation of something they like and give the reasons they do so using *omdat*. This is an individual preparation, the video may be shown to group of peers or not.

After this oral video presentation follows a spontaneous oral talk time. Learners ask each other questions with *WAAROM* (why) and each person replies with *OMDAT*.

Learning Model

For this lesson, I am relying on the ADDIE project model. The five steps of the model provide a clear guideline for the shaping of this course.

1. **Analyze:** learners' needs have been analyzed, as well as learning gaps, available material and learner profiles.
2. **Design:** The subject matter is defined and broken into sub-parts. Three sections form a progressive sequence.
3. **Development:** the lesson is created: the online lesson is created and an overall storyboard for the lesson is developed.
4. **Implementation:** learners perform the game and practise the exercises.
5. **Evaluation:** assessment: check if the learners have understood thanks to the drag and drop exercises as well as the oral presentation and spontaneous Q&A activity.

Learning Theory

The learning theories involved in this activity are cognitivism, constructivism and connectivism.

- **Cognitivism:** learners are actively processing information, and integrate new knowledge that is added to existing mental schemas (previous knowledge of Dutch). They are also invited to change existing mental schemas by adapting their understanding of Dutch grammar, which has a different structure compared to French.
- **Constructivism:** learners construct their knowledge based on individual experiences and knowledge in a contextualized learning setting.
- **Connectivism:** knowledge is created by connecting elements (components of sentences) and building new knowledge (new sentences). They afterwards expand knowledge by building new personalized and spontaneous sentences.

Course Standards

Dear students, please participate actively during the exercise sessions. The drag and drop exercises have to be fully completed and the video presentation submitted on time. Learners are required to produce personalized sentences, no cut and paste from the internet nor identical sentences from neighbour will be accepted.