
PowerPoint Presentations

Activity 2.9 - Facilitator Functions

WebCT Facilitator Functions



Time to put on your
facilitator's hat...

Click to continue

Student Role

Each user in WebCT is assigned a "role" that defines what functions are available:

Student

TA
(teaching assistant)

Designer

The course menu (and home page) list the tools that students can access in each course.

▼ Course Menu

- Homepage
- Calendar
- Course Content
- Assignments
- Discussions
- Mail
- Chat
- Survey
- Gradebook
- Resources

Click to continue

TA Role

Each user in WebCT is assigned a "role" that defines what functions are available:

Student

TA
(teaching assistant)

Designer

The TA's menu shows the additional tool:

Manage Students



Click to continue

Designer Role

Each user in WebCT is assigned a "role" that defines what functions are available:

Student

TA
(teaching assistant)

Designer

The Control Panel contains all the designer features.

The Designer can create the home page, upload web pages, customize the grade book and create content modules.



Click to continue

Grading Students

DO IT Center Section Facilitators are assigned the role of TA in WebCT.

This enables them to add grades for students using the Manage Students tool.

You will be assigned as a TA in EDI 100 so that you can use this function.



Click to continue

Grading Students

The list of students shows the Section, Name and Grades for each student.

You can sort the list by Section.

Or you can sort by Name.

A screenshot of the 'Manage Students' tool. The interface includes a table with columns for 'Section', 'First Name', 'Last Name', 'User ID', 'Assign 1 Intro', and 'Assign 1 O'. The table contains several rows of student data, with some names omitted for privacy. The table is sorted by Section, and the 'Assign 1 Intro' column shows a grade of 4.00 for each student.

Section	First Name	Last Name	User ID	Assign 1 Intro	Assign 1 O
				Out of 20.00	Out of 20.00
4.00	Names are omitted for privacy		*	20.00	---
4.00				20.00	
4.00				20.00	
4.00				20.00	

Click to continue

Grading Students

To add grades for a student, click on Edit in the column you want to grade.

But the best way to grade your students is use this menu to select your Section, so that only the students in your Section show in the list.

See page in the WebCT for Facilitators handout for more detail

Section	First Name	Last Name	User ID	Assign 1 Intro	Assign 1 O
Edit Graph	Edit	Edit		Edit Graph Out of 20.00	Edit Graph Out of 20.00
4.00	Names are omitted for privacy			---	---
4.00				20.00	20.00
4.00				20.00	20.00
4.00				20.00	20.00
4.00				20.00	20.00

Click to continue

Accessing the Drop Box

You will get to access the drop box as both a Student and TA during this class.

As a student in the DLTI course you will be able to view the drop box assignment description and upload your finished assignment.

As a TA in the EDI 100 course you will be able to see who has submitted the assignment, download a student assignment, grade the assignment and enter feedback.

Click to continue

Accessing the Drop Box as a TA

EICP--Orientation
Home » Assignments » Assignment Drop Box

Assignments
To view and grade assignments completed by your students, click Submissions below.

Current date: Jul 23, 2002 18:27

Title	Availability	Grade Results
<input type="checkbox"/> Assignment 5 - Collaborative Project Feedback	From: Immediately Due: Aug 13, 2002 00:00	/ 15 [Submissions]

Submissions lets you see who has submitted the assignment

If you click on "Not Graded" you can grade the assignment

The list of submissions shows if the assignment is submitted or not, graded or not.

EICP--Orientation
Home » Assignments » Assignment Drop Box » Submissions

Submissions: Assignment 5 - Collaborative Project Feedback

Page 1 [All, Tho] Previous page Next page [Select all](#) [Select none](#)

User ID	Name	Grade Out of 15	Date	Status
<input type="checkbox"/> jennyatom	Jenny Atom		Jul 23, 2002 18:26	Not Graded
<input type="checkbox"/> gerhe682	Gertrude Dathe			Not Submitted
<input type="checkbox"/> jennyfreud	Jenny Freud	14	Jul 15, 2002 17:10	Graded

Click to continue

Designer Functions

The Designer role has full access to all the features and functions of WebCT via the Control Panel.

Control Panel

▼ **Course Menu**

- Homepage
- Calendar
- Course Content
- Assignments
- Discussions
- Mail
- Chat
- Survey
- Gradebook
- Resources

Click to continue

Designer Map

This lets the Designer customize the home page and add pages, links and icons.

Add Page or Tool
Add tools to your course to evaluate, communicate with, and provide course content to students. Develop course content for students with Tools such as Syllabus and Content Module. Group course content and tools using Organizer Pages.

Edit Page or Tool
Customize the Homepage and change course content. Update the student view of the Content Modules in your course.

Manage Files
Add, download, change, and organize the files in your course.

Manage Course
Manage student and teaching assistant records. Track student progress. Manage course backups. Import and export IMS content.

Course Settings
Change the appearance and behavior of your course.

Create new content for your course using the **Course Design Center**.

These functions are used to customize the course content area.

These functions are used to upload the HTML pages, PDF files, graphics and media that make up the WebCT course.

These functions enable the Designer to customize the grade book, add students or TAs, and view student access to the course.

Click to continue

Let's look at a few of the Designer screens, just to give you an idea of what it would be like to design a course....

Designer View

The Designer has 2 views of the course:
 Student View Designer Options

Control Panel EDITING - DOIT Center Orientation
 V.V. Designer Options

Course Menu
 Homepage
 Calendar
 Course Content
 Assignments
 Discussions
 Mail
 Chat
 Survey
 Gradebook
 Resources

Homepage
Welcome to the DO IT Center Orientation!
 Please complete the course evaluation under the Survey icon.

Welcome Course Info Calendar Course Content
 Assignments Discussions Mail Chat
 Gradebook Resources Survey

Actions
 * indicates a selection is required from the main frame.
 Use Homepage Wizard
 Options: Links
 Add page or tool
 Edit
 Create
 Hide
 Reveal
 Specify selective release
 Move backward
 Move forward
 Move to organizer page
 Move to Course Menu
 Copy to Course Menu
 Options: Textblocks
 Add upper textblock
 Add lower textblock

Options provides additional options on each page.

Click to continue

Homepage

The Designer builds the course home page from scratch by using these options that show in the Designer Options view....

This enables the Designer to:

- add new tools or icons
- move icons around
- change the menu on the left
- add banners
- change the layout

Actions
* indicates a selection is required from the main frame.

Use Homepage Wizard

Options: Links

Add page or tool

Edit

Delete

Hide

Reveal

Specify selective release

Move backward

Move forward

Move to organizer page

Move to Course Menu

Copy to Course Menu

Options: Textblocks

Add upper textblock

Add lower textblock

Edit

Delete

Move up

Move down

Customize

Modify layout

Customize page colors

Modify/Add background image

Modify/Add banner image

Click to continue

Calendar Entries

The Designer can add calendar entries that everyone can see.

Calendar: View Designer Options

Distance Learning Technology Internship

Home > ... > View Week > View Day > View Week > View Day > Add a Calendar Entry

Add a Calendar Entry

Date Month: May Day: 19 Year: 2003

Summary*

URL

Internal link: None

Detail

Start time Hour: Minute:

End time Hour: Minute:

Access level: Private Public

(* Required fields)

The Designer can add Public entries.

Click to continue

The Designer can create and organize course content.

Content Modules

ED1100 - D011 Center Orientation

View Designer Options

Homepage > Course Content > Lesson 2 (HTML format)

Table of Contents
To edit a page of content, click the page's title. Tip: Select an item in the Table of Contents before you add a heading, file, or quiz, and it will be added directly below the item that you selected.

1. Lesson 1 - Completed off line
2. Lesson 2 (File: lesson2.htm)
 - 2.1. Activity 2.1 (File: activity21.htm)
 - 2.2. Activity 2.2 (File: activity22.htm)
 - 2.3. Activity 2.3 (File: activity23.htm)
 - 2.4. Activity 2.4 (File: activity24.htm)
 - 2.5. Activity 2.5 (File: activity25.htm)
 - 2.6. Activity 2.6 (File: activity26.htm)
 - 2.7. Activity 2.7 (File: activity27.htm)
 - 2.8. Activity 2.8 (File: activity28.htm)
 - 2.9. Activity 2.9 (File: activity29.htm)
 - 2.10. Activity 2.10 (File: activity210.htm)
 - 2.11. Activity 2.11 (File: activity211.htm)
 - 2.12. Lesson 2 Summary (File: lesson2sum.htm)

These features enable the Designer to add files to the content module and organize the Table of Contents by moving files up and down and indenting them.

Actions
☛ indicates a selection is required from the main frame.
☛☛ indicates multiple selections are allowed.

Use Content Module Wizard

Options: Content Module

Update student view
Edit Content Module settings

Options: Table of Contents

Add heading
Add files
Create and edit HTML file
Add quiz
Edit titles
Delete

Organize

☛ Indent item: More Go
☛ Move item up by: 1 Go
☛ Move item down by: 1 Go

Customize

Customize page colors
Modify/Add background image
Modify/Add banner image

Click to continue

The Designer can upload files containing web pages, graphics and documents.

Folders and Files
Click on a folder below to view its files.
Display this file information: Size Date Time

Name	Size (bytes)	Date	Time
My-Files			
activity21.htm	3563	December 17, 2003	11:55am
activity210.htm	7553	December 17, 2003	11:55am
activity211.htm	3782	December 17, 2003	5:03pm
activity212.htm	5493	December 17, 2003	11:55am
activity22.htm	4974	December 17, 2003	11:55am
activity23.htm	4615	December 17, 2003	3:55pm
activity24.htm	3819	December 17, 2003	3:54pm
activity25.htm	5303	December 17, 2003	3:54pm
activity26.htm	4148	December 17, 2003	11:55am
activity27.htm	6523	December 17, 2003	3:54pm
activity28.htm	7018	December 17, 2003	11:55am
activity29.htm	3439	December 17, 2003	11:55am
adultlearning.htm	2633	December 17, 2003	11:55am
adultlearning.pps	133632	December 17, 2003	11:55am
adultlearning_files.zip	188361	December 17, 2003	11:55am
animsmile.gif	11751	December 17, 2003	11:55am

Actions
☛ indicates a selection is required from the main frame.
☛☛ indicates multiple selections are allowed.

Options: Files

Create file
Edit
Delete
Copy
Move
Rename
Zip
Unzip
Upload
Download

Options: Folders

Create folder
Delete
Rename
Zip

Click to continue

The Designer can use Track Students to see what students have accessed in the course and when.

Track Students

The screenshot shows the 'Track Students' interface. At the top, there are several callout boxes with yellow backgrounds and black text: 'How many pages they have accessed', 'When they accessed', 'Discussion messages read', and 'Discussion messages posted'. Arrows point from these boxes to the corresponding columns in the 'Student Records' table below. The table has columns for 'Personal Information', 'Access Information', and 'Articles'. The 'Articles' column is further divided into 'Hits', 'Read', and 'Posted'.

Personal Information		Access Information		Articles		
Full Name	User ID	First Access	Last Access	Hits	Read	Posted
AGUERO, MICHELLE	micag7293	January 7, 2004 2:05pm	January 26, 2004 2:42pm	277	97	14
ANDERSON, JOY	joyan9910	January 26, 2004 9:09am	January 26, 2004 9:31am	14	0	0
ANDREWS, KATHLEEN	katan3450	January 6, 2004 5:04pm	January 19, 2004 10:25am	338	124	10
Benoit, Amy	amybe4310	---	---	0	0	0

Other Designer Functions

In addition to what you have seen here, the Designer can:

- Create quizzes and surveys
- Create discussion groups
- Create a drop box for assignments
- Add students and TAs
- Create the columns in the student gradebook

[Click to continue](#)

Summary

In this presentation you have been introduced to:

- The different roles in WebCT and the functions available to each role.
- What a TA can do:
 - List students and add grades
- What a Designer can do:
 - Create a course by setting up the course homepage, calendar entries, content modules, quizzes and surveys, drop box and grade book.
 - Manage students, TAs and files

[Close this window to return to WebCT](#)

Activity 4.1 - Instructional Design

What is Instructional Design?

What is Instructional Design?



Problem

Instructional Design: A problem solving process in which a designer analyzes and designs a plan of instruction to solve that problem or need.



Plan of Instruction

Next

Plan of Instruction

A plan of instruction can take many forms:

- Curriculum – a high level description of plan
- Blueprint – a detail description of plan
- Lesson plan – a detail description of each lesson

Next

Instructional Design Tools

Question:

What tools does a curriculum designer or instructional designer use to help them?

Click next for an answer

Next

Instructional Design Tools

Question:

What tools does a curriculum designer or instructional designer use to help them?

Answer:

Tool #1: An instructional design model

Next

Instructional Design Tools

Question:

What is an instructional design model?

Click next for an answer

Next

Instructional Design Tools

Question:

What is an instructional design model?

Answer:

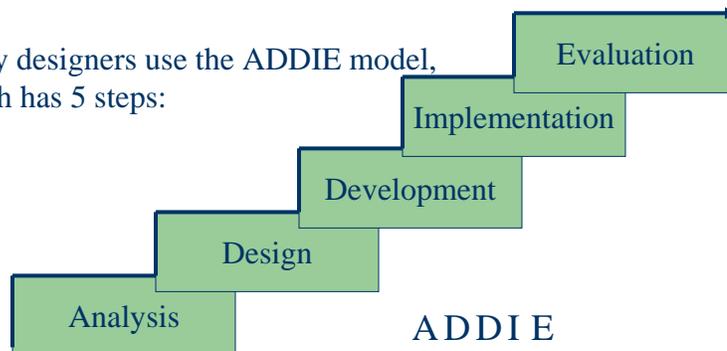
A formalized set of steps that can be used as a guideline to assist designers to arrive at the optimum solution to a training problem

[Next](#)

Instructional Design Model

There are several Instructional Design models.

Many designers use the ADDIE model, which has 5 steps:



[Click on each step to learn more](#)

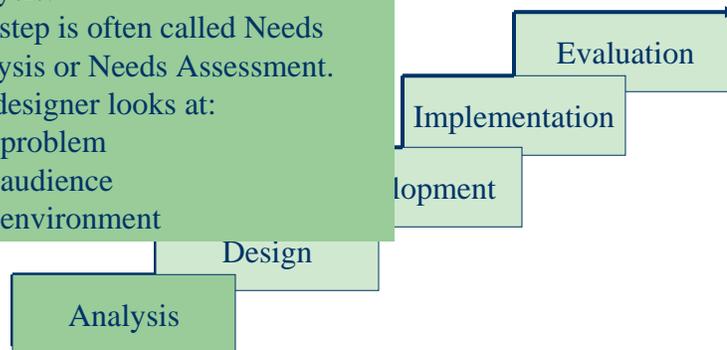
Instructional Design Model

Analysis:

This step is often called Needs Analysis or Needs Assessment.

The designer looks at:

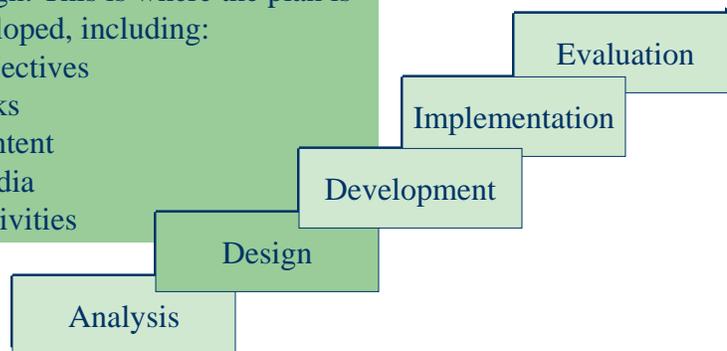
- the problem
- the audience
- the environment



Instructional Design Model

Design: This is where the plan is developed, including:

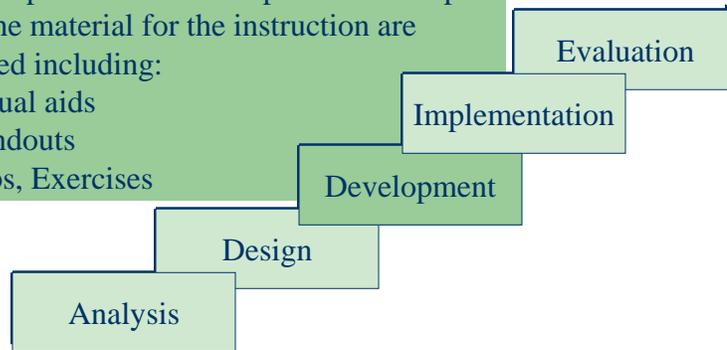
- Objectives
- Tasks
- Content
- Media
- Activities



Instructional Design Model

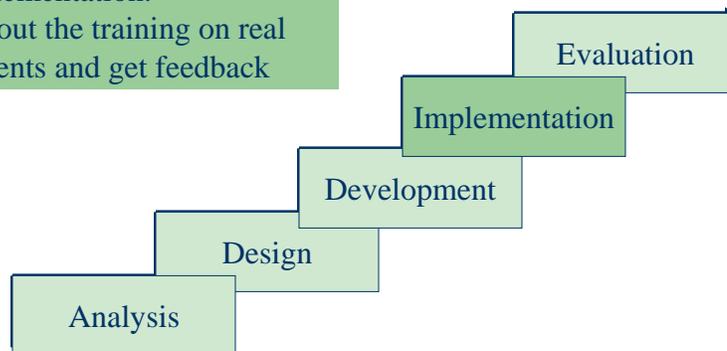
Development: This is the production step. All the material for the instruction are created including:

- Visual aids
- Handouts
- Labs, Exercises



Instructional Design Model

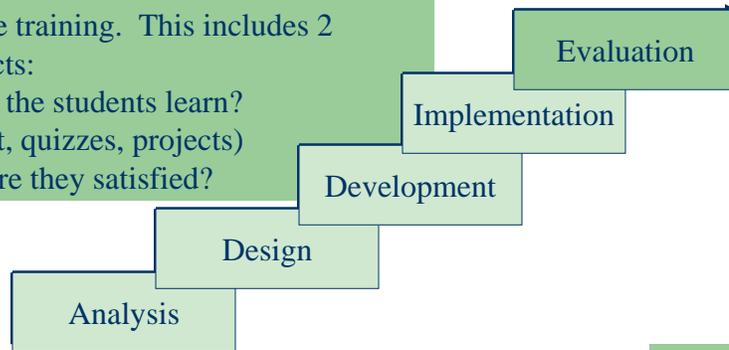
Implementation: Try out the training on real students and get feedback



Instructional Design Model

Evaluation: Evaluate the effectiveness of the training. This includes 2 aspects:

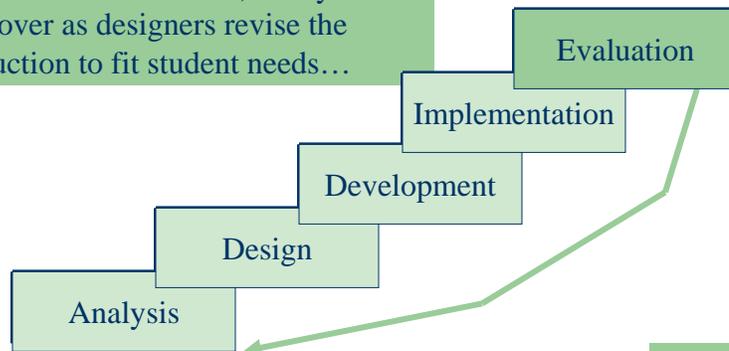
- Did the students learn? (test, quizzes, projects)
- Were they satisfied?



Next

Instructional Design Model

Based on the evaluation, the cycle can start over as designers revise the instruction to fit student needs...



Next

Instructional Design Models

Another model was developed by Gagne. He proposes that there are 9 events of instruction. His “events” provide guidelines about how to approach any instructional situation.

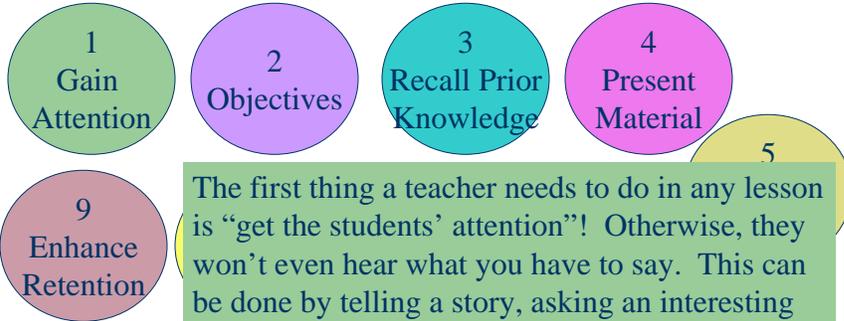
Next

Gagne – 9 Events of Instruction



Click on an “event” to learn more

Gagne – 9 Events of Instruction



The first thing a teacher needs to do in any lesson is “get the students’ attention”! Otherwise, they won’t even hear what you have to say. This can be done by telling a story, asking an interesting question, showing a picture, etc.

Click on an “event” to learn more

Gagne – 9 Events of Instruction



Click on an “event” to learn more

Done

Gagne – 9 Events of Instruction

1 Gain Attention

2 Objectives

3 Recall Prior Knowledge

4 Present Material

5 Provide Guidance

Enf
Ret

Next, the teacher needs to let the students know what the objectives are. Objectives define what the student will be able to do when the training is over. In other words, they define what the students will learn.

Click on an “event” to learn more

Continue

Gagne – 9 Events of Instruction

1 Gain Attention

2 Objectives

3 Recall Prior Knowledge

4 Present Material

5 Provide Guidance

6 Elicit Performance

7 Provide Feedback

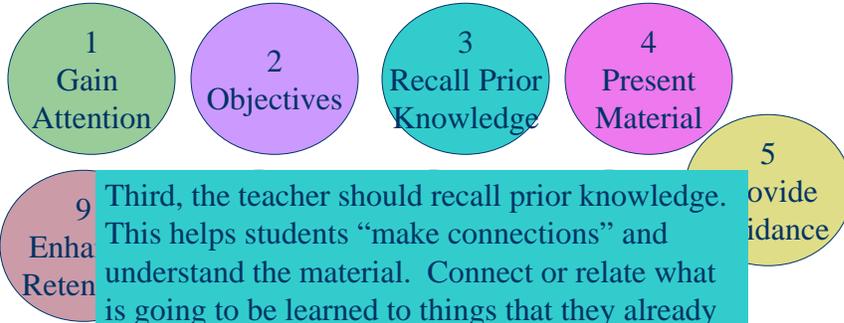
8 Assess

9 Enhance Retention

Click on an “event” to learn more

Done

Gagne – 9 Events of Instruction



9 Enhance Retention

Third, the teacher should recall prior knowledge. This helps students “make connections” and understand the material. Connect or relate what is going to be learned to things that they already know.

Click on an “event” to learn more

Continue

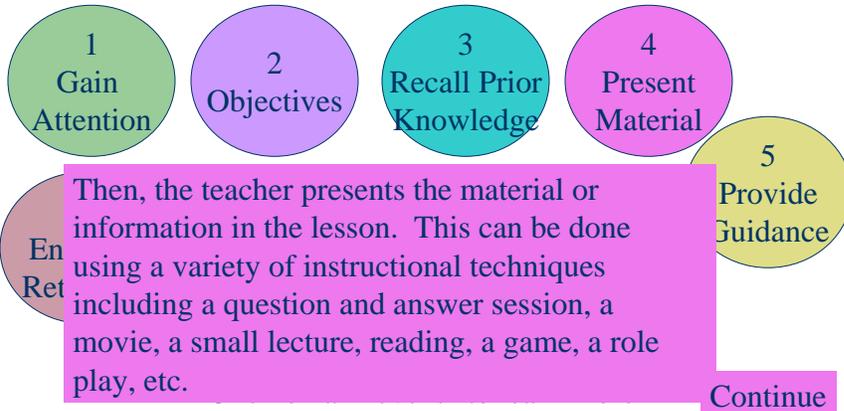
Gagne – 9 Events of Instruction



Click on an “event” to learn more

Done

Gagne – 9 Events of Instruction



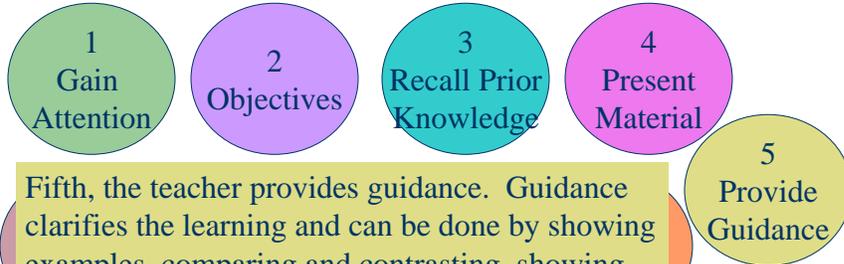
Gagne – 9 Events of Instruction



Click on an “event” to learn more

Done

Gagne – 9 Events of Instruction



Fifth, the teacher provides guidance. Guidance clarifies the learning and can be done by showing examples, comparing and contrasting, showing pictures, providing a checklist or any other tool that can be used to help the student understand the topic being learned.

Continue

Gagne – 9 Events of Instruction

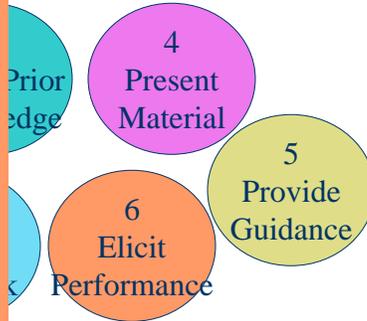


Click on an “event” to learn more

Done

Gagne – 9 Events of Instruction

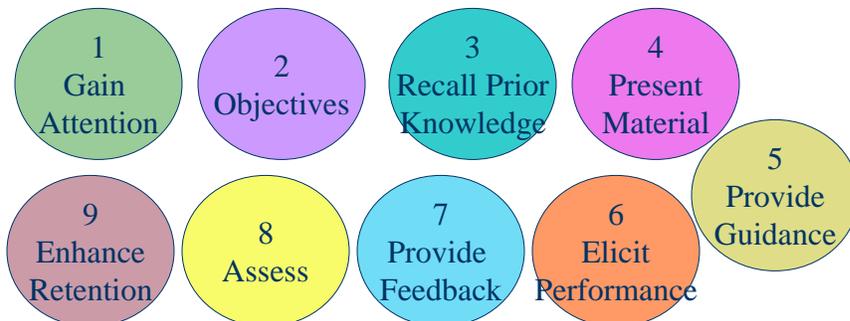
Next is elicit performance. Simply put, this means practice. Students need to practice using the new knowledge. If you are teaching a computer program, they practice using the program. If you are teaching a concept, they need to practice their understanding by writing, discussing, debating etc.



Click on an “event” to learn more

Continue

Gagne – 9 Events of Instruction



Click on an “event” to learn more

Done

Gagne – 9 Events of Instruction

After the students practice the new knowledge, the teacher must provide feedback to let students know that they “got it” or not. If there is no feedback, then the students do not know if they practiced correctly or not.



Click on an “event” to learn more

Continue

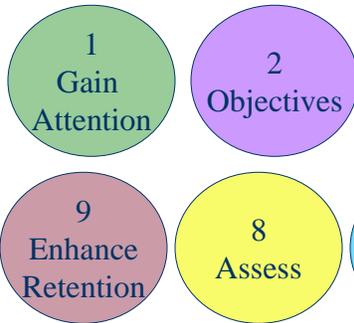
Gagne – 9 Events of Instruction



Click on an “event” to learn more

Done

Gagne – 9 Events of Instruction

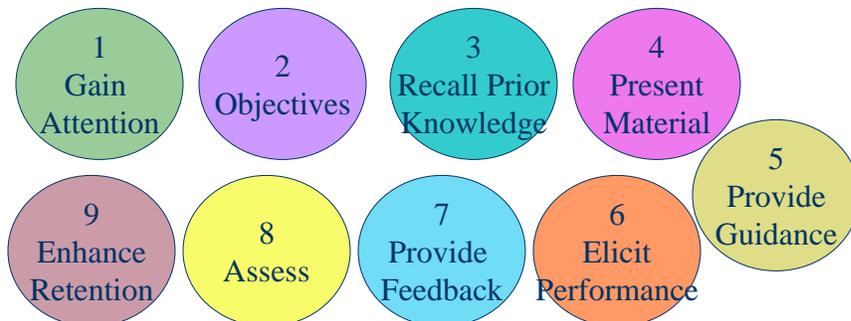


Toward the end of the lesson, the teacher needs to assess the level of learning. This can be done with formal methods, like quizzes or by asking questions. Or, it could be done by requiring the students to use the new knowledge as they do a project.

Click on an “event” to learn more

Continue

Gagne – 9 Events of Instruction



Click on an “event” to learn more

Done

Gagne – 9 Events of Instruction

1
Gain
Attention

9
Enhance
Retention

Finally, the teacher needs to help the student retain the information by transferring the learning into long term memory. This might mean more practice via a project. It also might be done by further connecting the information to current knowledge to build those “connections” in the student brain.

Assess

Feedback

Performance

Click on an “event” to learn more

Continue

Gagne – 9 Events of Instruction

1
Gain
Attention

2
Objectives

3
Recall Prior
Knowledge

4
Present
Material

5
Provide
Guidance

9
Enhance
Retention

8
Assess

7
Provide
Feedback

6
Elicit
Performance

Click on an “event” to learn more

Done

Gagne – 9 Events of Instruction

As you might be able to see, the ADDIE model and the 9 events of instruction serve different purposes.

What do you think the purpose of each is? Click on each one to find out.

[ADDIE](#)

[9 Events](#)

[Next](#)

Gagne – 9 Events of Instruction

As you might be able to see, the ADDIE model and the 9 events of instruction serve different purposes.

What do you think the purpose of each is? Click on each one to find out.

[ADDIE](#)

The purpose of a model like ADDIE is to provide a formal system or methodology for planning an entire training program or college course. It starts with analyzing the needs and continues through planning and delivering the instruction and ends with evaluating the entire program.

[Back](#)

Gagne – 9 Events of Instruction

The purpose of the 9 events of instruction is to give teachers or trainers a pattern or model for individual lessons. It describes HOW the teacher should teach to gain maximum benefit for the students. So, the “9 events” concentrates on 1 step in the ADDIE model: Design.

How do the ADDIE model

events serve a different

purpose of each is? Click

9 Events

Back

Next

Instructional Design Summary

In this presentation, you have been introduced to Instructional Design – the process of planning instruction. You have explored 2 Instructional Design models:

ADDIE

Analyze
Design
Develop
Implement
Evaluate

9 Events

Guidelines for how to plan a lesson

The End

Activity 4.4 - Cooperative Learning

Cooperative/Collaborative Learning

Click on the green arrow to go to the next slide.

Click in the middle of the screen to reveal more information on a slide.

In this presentation, you will learn the answers to these questions:

- What is Cooperative Learning?
- Why use Cooperative Learning?
- What are the characteristics of a Cooperative Project?
- How are Cooperative Projects Organized?



First, here's the WIIFM...

What's
In
It
For
Me

Click to learn more.

Student Perspective:

The more you understand about collaborative/cooperative learning projects, the more you will be able to contribute.

Facilitator Perspective:

The more you understand about this type of project, the better you will be able to incorporate collaborative learning into your training.



What is Cooperative/Collaborative Learning?

Many distance learning programs incorporate the use of Cooperative or Collaborative learning.

The words "cooperate" and "collaborate" have basically the same definition:

"work together to achieve shared goals"



What is Cooperative/Collaborative Learning?

- Cooperative learning is the use of small groups where students work together to maximize their own and each other's learning.



Why Cooperate/Collaborate?

“The use of cooperative learning in formal education is important not only for the gains related to the teaching-learning process itself, but also to prepare individuals for future situations in their workplace, where more and more activities demand people capable of working in teams.”

Towards a Model for Developing a Cooperative Learning Environment, Flávia Maria Santoro



Why Cooperate/Collaborate?

The bottom line is:

- You learn more!

- You learn to work together!

Click on one of the bullets to learn more.



Why Cooperate/Collaborate?

The bottom line is:

- You learn more!

Research indicates that cooperation typically results in:

Higher achievement and greater productivity

- You learn to work together!



Why Cooperate/Collaborate?

The bottom line is:

- You learn more!

Research indicates that cooperation results in:

- More caring and supportive relationships

- Greater psychological health & social competence

- You learn to work together!

- Increased self esteem



Elements in a Cooperative Project

Cooperative projects are often complex projects that require several elements to be successful.

[Click to learn more](#)

Elements in a Cooperative Project

Positive Interdependence

[Click on an element to learn more](#)

Interaction

Individual and Group Accountability

Interpersonal Skills

Group Processing



Elements in a Cooperative Project

Positive Interdependence

Positive Interdependence

Group members are linked so that one cannot succeed unless everyone succeeds.

“Students sink or swim together”

Each member's efforts are required – each member makes a unique contribution

Interaction

Individual and
Group Accountability

Interpersonal Skills

Group Processing

Elements in a Cooperative Project

Interaction

Positive Interdependence

Interaction

Students need to work together by sharing resources and encouraging each other's efforts.

Activities can include discussion, reviewing each other's work, feedback, teaching others.

Individual and
Group Accountability

Interpersonal Skills

Group Processing

Elements in a Cooperative Project Accountability

Positive Interdependence

Interaction

Individual and
Group Accountability

Interpersonal Skills

Group Processing

There should be two levels of accountability.

The group must be accountable for achieving its goals.

Each individual must be accountable for contributing her share.

Cooperative learning should make each student stronger.

Elements in a Cooperative Project Interpersonal Skills

Positive Interdependence

Interaction

Individual and
Group Accountability

Interpersonal Skills

Group Processing

Cooperative learning requires teamwork requiring:

Social skills
Leadership
Decision making
Communication
Conflict management

These skills need to be taught along with the subject matter!

Elements in a Cooperative Project Group Processing

Positive Interdependence

Interaction

Individual and
Group Accountability

Interpersonal Skills

Group Processing

Group members need to discuss how well they are achieving their goals and working together.

Groups need to discuss what is working or not working and what to change.

This promotes continuous improvement of the learning process.

And, provides life skills for working in teams.



Types of Cooperative Projects

There are many types of cooperative projects and several different ways projects can be organized.

Click to learn more about 2 types of projects:

- Think/Pair/Share
- Jigsaw



Types of Cooperative Projects

Think/Pair/Share This is the simplest form of cooperative activity or project.

Students think about a topic (or research it).



Then they share their findings with another student or small group.



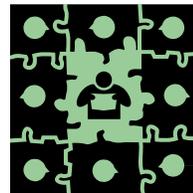
Together, prepare a final report and/or present their information to the whole class.



Types of Cooperative Projects

Jigsaw

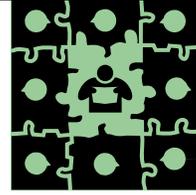
Just as in a jigsaw puzzle, each piece--each student's part--is essential for the completion and full understanding of the final product.



If each student's part is essential, then each student is essential; and that is precisely what makes this strategy so effective.

Click on the puzzle to learn more...

Click to learn more



Sample Jigsaw Project

- Each student on a team is assigned a specific topic which is one aspect of the overall topic.
- The student researches his/her specific topic and meets with members of the other groups assigned that topic to share information.
- The student presents her topic to her team – she had become the “expert” on this topic.
- Students might be tested on the whole topic at the end.

Example...

Overall Topic: Australia.
Specific Topics: Customs,
Food, Climate, History.

All students researching
Food meet to share
information.

Student reports his/her
learning to team.

Student are tested on
all aspects of Australia.



Organizing a Cooperative Project

Just like any type of teamwork...
organization is important

An assignment may “force” an organization on your team:

- Topical - each student is responsible for a topic
- Role based - each student plays a role

Or, the assignment may let each team organize in a way that works well for the team members.



Organizing a Cooperative Project

The most important thing is that each team member:

- understands the common goal
- understands his/her own responsibilities
- fulfills those individual responsibilities
- supports the other team members in their efforts



Debriefing a Cooperative Project

Part of any cooperative project is the "process"

Assignments may require a formal debriefing where each individual is asked to provide feedback on the overall team process and the individual contribution.

In some cases, students are asked to "grade" their team members.

Even when no formal debriefing is required, it is important that:

- Groups discuss what is working or not working
- Make changes accordingly



Summary

Collaborative or cooperative projects provide a way for students to work together toward a common goal.

This enhances learning, builds a sense of community and helps students understand how to work in teams.

[Close this window to return to WebCT](#)

Activity 5.1 - 10-Step Process

10-Step Process for Discourse Analysis

What is the 10-Step Process?

The 10-step process for discourse analysis provides a systematic way for you to “investigate the parts of a message in order to identify meaning in preparation for the task of interpretation”.

“Understanding the Meaning of Texts and Reinforcing Foundation Skills Through Discourse Analysis” by Anna Witter-Merithew

What is Discourse?

Before we discuss the 10-step process, let's review the definition of discourse...

"Discourse is the way we talk about what we choose to talk about."

"It is based on the social norms of the environments in which we live and communicate."

"Meaning is therefore bound to social contexts."

What is Discourse Analysis?

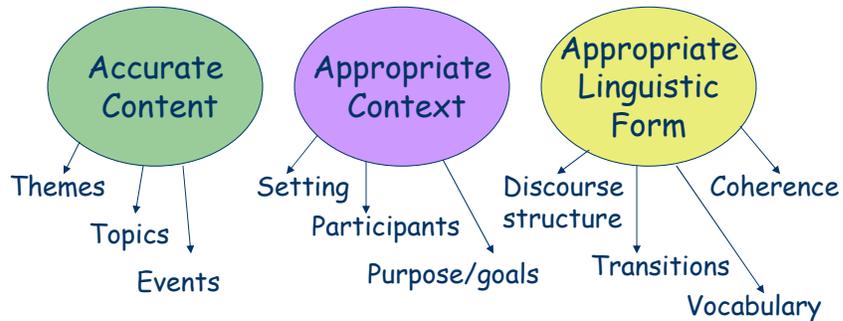
And Discourse Analysis is...

"the act of distinguishing the component parts of the message in order to understand the whole of the message".

Witter-Merithew (1987)

Why is Discourse Analysis Important?

For interpreters, discourse analysis fosters:



The Importance of Context

Discourse is bound to social contexts

Context is the information that surrounds the message

Full understanding of the intent of a message can only occur by considering the context

Context has 3 components....



[Click to see the 3 components of context](#)

The Setting

Consider the following information about the setting:

- What is the physical setting?
 - e.g. church vs. school vs. restaurant
- What is the temporal aspect (time/day)?
 - Time of day, week and year
- What is the involvement of bystanders?
 - Are other people present?
 - e.g.. children are present when parents are talking

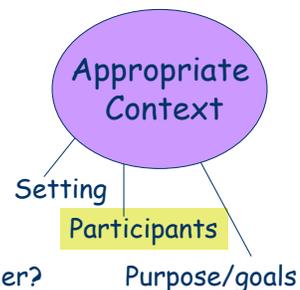


The answers to these questions helps you understand the type of conversation, potential content and mood of the discourse.

The Participants

Consider the following information about the participants:

- What is their physical state?
- What is their emotional state?
- What is their psychological state?
- What is their belief system?
- What are their values?
- What is their relationship to each other?



The answers to these questions provides you with insight into the impact of participants on the message.

Purpose/Goals

Consider the following information about the purpose or goals of the communication:

- What are participants trying to do?
- What is the activity type?
 - Meeting, conversation, presentation
- What is the content?
 - e.g. meeting about insurance



The answers to these questions provides you with critical information about the expected content and protocol for the situation.

The Importance of Context

In summary:

"Considering the participants, the setting, and the purpose will provide significant insight into the meaning of messages."



The 10-step Process

Now that you have reviewed the definition of discourse and discourse analysis and have seen the importance of Context on the understanding of a message, let's explore a systematic way to analyze discourse.

The benefits of this method are:

- Provides a structured, step-by-step method
- Provides a standard way for you to analyze discourse and communicate your analysis to your Language mentor

The 10-step Process

The 10 steps lead you through a process in which you will:

- | | |
|---------------|---|
| • Anticipate | Predict what the message will contain |
| • Comprehend | Fully understand the message |
| • Restructure | Restructure the message to enhance understanding of meaning |
| • Transfer | Transfer the message into TL |
| • Formulate | Formulate the message in the TL |

messages from a source language (SL) into a target language (TL).

The 10-step Process

Let's look at how the steps fit into these functions:

Anticipate Comprehend Restructure Transfer Formulate

1 Prediction	2 View and Recall	5 Abstraction	7 SLF Target Language	9 Retell in Target Language
	3 Content Mapping	6 Retell in Source Language	8 Visualization Mapping	10 Interpretation
	4 SLF Source Language			

SLF = Salient Linguistic Features

Anticipate

1 Prediction

Step 1 - Prediction

Purpose of Step: To draw on knowledge of interpreter and encourage prediction of information that will be associated with a topic.

Process:

Identify:

- ideas
- themes
- relationships
- events

you anticipate being discussed.

Record information using:

- key words
- phrases
- in random order

to provide a visual way to perceive the message.

This process:

- frames thoughts
- fosters free-flow of ideas
- creates attention to the topic, and
- a readiness for what will be communicated.

Step 2 - Recall

Purpose of Step: To develop working memory skills and assess your prediction skills.

Process:

<ul style="list-style-type: none"> • View or listen to the actual text. • Do not take notes. • Try to understand the message. 	Recall what was discussed using: <ul style="list-style-type: none"> • key words and phrases • in random order. Use a visual-spatial organization for a natural grouping of ideas.	Review the recall vs. your prediction If topics were predicted, it increases your confidence to rely on your memory and prior knowledge
--	---	--

Step 3 – Content Mapping

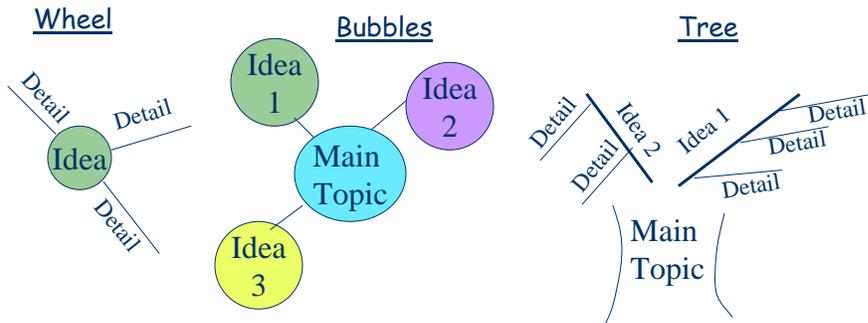
Purpose of Step: To create a visual representation of the information.

Process:

Content Mapping is also called: <ul style="list-style-type: none"> • Mind Mapping • Webbing • Charting It is a creative process that fosters recall.	Information can be organized by: <ul style="list-style-type: none"> • Theme • Main idea • Supporting ideas • Supporting details Each individual's map may be different.	The result should: <ul style="list-style-type: none"> • Indicate primary vs. secondary information. • Indicate the relationship between ideas. Click for more on mapping
---	---	--

Content Mapping Samples

- There is no right or wrong way to do content mapping.
- The design of the map depends on what makes sense to you.
- Maps can be done using:



Comprehend

4 SLF Source Language

Step 4 – Salient Linguist Features

Purpose of Step: To explore the "prosody" of the message. i.e. HOW the message was said (in the Source Language).

Process:

Reflect on the text to identify SLF that conveyed:

- the mood
- the style
- the manner of the message.

Look for behaviors:

- Pacing
- Pausing
- Stress
- Emphasis
- Inflection
- Intonation

How were these used to draw attention to the message?

These features help you better understand the intent of the message.

Step 5 – Abstraction

Purpose of Step: To express the essence of the discourse in a one line statement.

Process:

Express the overarching idea of the message as an underlying:

- Moral
- Principle
- Point

Go to a deeper level of processing.

- Identify the implied message.
- Isolate the essence of the text.
- Create a generalized statement that could apply to other texts.

This fosters:

- Creativity
- Imagination

And develops inference skills that help you understand implied meaning.

Step 6 – Retell in Source Language

Purpose of Step: To restate the text in your (the interpreter's) own words.

Process:

Use the following to support your retelling:

- Your content map (Step 3)
- The SLF (Step 4)
- Your abstraction (Step 5)

Approximate the original text as much as possible using:

- Memory/recall
- Paraphrasing

Peer review can provide feedback on:

- How close the retelling is to original message
- Gaps in the content map.
- Comprehension

Step 7 – SLF in Target Language

Purpose of Step: To focus on target language salient linguistic features that would be used to convey the mood and intent of the source language message.

Process:

- | | | |
|---|--|---|
| <ul style="list-style-type: none"> • Review the SLF listed for the source language (Step 4). | <ul style="list-style-type: none"> • Focus on TL features you can use to create the same effect. • Determine what additional features of TL could be used to convey message. | Identifying these features will help you create a message that is equivalent to the source message. |
|---|--|---|

Step 8 – Visualization Mapping

Purpose of Step: To create a wordless map that represents the key concepts in the text in the order they will be conveyed in the target language.

Process:

- | | | |
|---|---|--|
| <ul style="list-style-type: none"> • Review the map of the source language (Step 3). • Review the SLF for the source language (Step 4). | <ul style="list-style-type: none"> • Create a visual, sequential map of the text. • Follow the order of events as they would be expressed in target language. | This process will aid in semantic equivalence and message formulation. |
|---|---|--|

Step 9 – Retell in Target Language

Purpose of Step: To retell the message in the target language using all available resources.

Process:

- | | | |
|---|--|--|
| <ul style="list-style-type: none"> • Use your sequential visualization map (Step 8). • Use your TL salient linguistic features. (Step 7). | <p>Create a paraphrasing of the source message in the target language using:</p> <ul style="list-style-type: none"> • Memory • Visualization • Comprehension • SL competence | <p>Peer review can provide feedback on:</p> <ul style="list-style-type: none"> • How close the retelling is to original message • Gaps in the content map • Comprehension |
|---|--|--|

Step 10 - Interpretation

Purpose of Step: Interpret the message into the target language in simultaneous format.

Process:

- Use what you have learned/remembered in all the other steps to simultaneously interpret the text.

Summary

The 10-step process provides a systematic way for you to analyze discourse in preparation for interpreting.

Experience with students in DO IT Center programs has indicated that the more frequently these steps are repeated and practiced, the more effectively students are prepared mentally to:

anticipate comprehend restructure transfer formulate
messages that are accurate and equivalent.

Summary

Use of this 10-step method, in conjunction with self-assessment and feedback, will enable you to:

- listen to information differently
- think about meaning at deeper levels
- consider the component parts and context of a message

before generating an interpretation.

This results in a more accurate and reliable interpretation!