

The University of the Arts
Division of Continuing Studies
Professional and Adult Programs

DESIGN THINKING FOR ESL TOOLKIT:
A 21st CENTURY LEARNING CURRICULUM FOR ADULT STUDENTS

By

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A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree

Master of Education
Educational Program Design

December 3, 2015

Abstract

In recent years, universities across the United States have seen a huge increase in the number of international students joining their student bodies. Administrators and faculty face new challenges in meeting the needs of an increasing population of international students--particularly with those students who are non-native speakers of English with Limited English Proficiency (LEP). In addition to language needs, international students must adjust to the culture of the educational environment and develop the necessary skills to succeed as 21st century learners in higher education. This thesis project includes a curriculum providing English language educators with course materials, lesson guides, and assessments to facilitate engaging, 21st century learning experiences for adult international students with limited English proficiency.

Keywords: Design Thinking, Curriculum, ESL, English for Specific Purposes, 21st Century Skills, Higher Education, Adult Education

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Design Thinking for ESL Toolkit: A 21st Century Learning Curriculum for Adult Students

The literature review that follows introduces English for Specific Purposes (ESP) and provides a historical overview of different needs analysis methods used in ESP. There is also literature included that discusses what international students need to prepare them for academic studies in the United States and life beyond graduation in a competitive 21st century workforce. To identify learning objectives and the development of an English language curriculum for adult international students studying design in the United States, this literature review gives particular attention to the language needs of art and design students and examines 21st century skills that international students may lack.

The research in this literature review includes articles from scholarly journals, books, dissertations, thesis papers, white papers, and academic blog posts. Some of the articles were accessed on the Internet, while others were obtained in print using the WorldCat interlibrary loan system. A handful of the books were available in e-book form and accessed via E-brary through the library at the University of the Arts in Philadelphia, Pennsylvania. The vast majority of the relevant literature was found by following references from books and scholarly articles; others were found using Google Scholar and Google Search. Priority was given to literature published in the past 10 years; however, in order to construct a more comprehensive historical background, this literature review cited work going back as far as the 1980's. The keywords used included ESL, English as a second language, English for Specific Purposes, ESP, English for art purposes, English for visual art studies, English for Art and Design, English for the Studio, language of art, Academic English for Art and Design, content-based, task-based language teaching, needs analysis, course design, ESP for Art, language for specific purposes, language for art and design, and 21st century skills.

Introduction to English for Specific Purposes and Needs Analysis

English for Specific Purposes (ESP) is an approach to English language teaching that is designed around the goals of the learner to develop language and skills needed to communicate in a specific field or discipline (Dudley-Evans, 1997; Hutchinson & Waters, 1987; Mackay, 1978). While English for Academic Purposes (EAP) and English for Business Purposes (EBP) are more well-known forms of ESP, the ESP framework has been used to develop English language courses and design curriculum for a number of professional settings and purposes, including English for Art Purposes and English for Art and Design (Preece, 1993).

One of the most essential parts of ESP, and the basis for ESP course design, is the *needs analysis* (Belcher, 2006). It is the process by which an ESP instructor can gather information about what students should learn to successfully communicate in a target situation, whether that is in a future career or a classroom. A needs analysis can provide a guide for the development of course objectives, curriculum content, and suggested instructional design.

Curriculum design is often left to curriculum designers and the responsibility for materials creation is typically placed on the instructor. However, in ESP, as is often the case in higher education, it is considered the teacher's role to design courses, create materials, and conduct needs analyses (Dudley-Evans, 1997). Without needs analysis, teachers rely solely on their own intuition—sometimes resulting in unsuccessful curricular decisions (as cited in Ferris, 1998). The process of conducting a needs analysis may be seen as a daunting task to new ESP professionals; however, as Dudley-Evans (1997) pointed out in his conference proceedings, “We cannot expect the ESP teacher to be an expert [...], but a curiosity and a willingness to explore the ways in which professionals communicate and how these involve language is essential” (p. 7). As reflected in the literature, within ESP extensive curriculum design training or expert-level knowledge of the professional field is not a prerequisite for conducting a needs analysis. In other words, ESP

instructors do not need to have a background in law to teach and design an English for Legal Purposes course. Holme and Chalausaeng (2006) even suggest that students should participate in the investigation of their own needs as co-researchers, through what they call *Participatory Appraisal*. Throughout ESP literature, instructors are often referred to as *ESP practitioners* as they are also seen as researchers and curriculum designers who conduct their own needs analyses.

While the literature reflects that needs analysis is a fundamental element of ESP (Basturkmen, 2010; Belcher, 2006; Dudley-Evans & St John, 1998; Hutchinson & Waters, 1987), there are various perspectives in the world of ESP regarding the definition of needs, the role of needs analyses in ESP course design, and the best methodologies for needs analysis data collection; thus, needs analysis is widely discussed and debated in ESP literature. ESP researchers and instructors continue to explore new approaches to needs analysis.

Historical Background

A considerable amount of the research in the field of ESP has been dedicated to needs analysis itself. A handful of models outlining how to conduct a needs analysis have been designed by leading ESP practitioners to guide other teachers (Benesch, 2001; Hutchinson & Waters, 1987; Hyland, 2006; Long, 2005; Swales, 1990; West 1994). Hutchinson & Waters (1987) identify target needs as a collection of necessities, lacks, and wants—that is, the language required to successfully communicate in a target situation, the target linguistic forms the learner does not yet know based on diagnostic tests, and the interests of the learner. Building on the work of Hutchinson & Waters, Long (2005) and Nation and Macalister (2009) wrote entire books examining past needs analysis frameworks and adding elements to create their own take on the best way to uncover what language students need to learn. Nation and Macalister (2009) added environment analysis to consider factors such as time, the resources available, even the teachers themselves, as part of identifying needs.

Some ESP researchers have criticized the early approaches to needs analysis. In her *TESOL Quarterly* article from 2006, Belcher pointed out that defining needs with a focus on only transmitting the language of a target situation has been criticized for disregarding whether the conditions or practices could or should be changed to better serve the learners. One of the most noted critiques of these frameworks and earlier approaches to needs analysis comes from Benesch (1996; 2001) who is well cited throughout needs analysis literature as defining needs as *rights*. She asserts that needs analyses in English for Academic Purposes (EAP) are unscientific, biased examinations of language in a targeted situation. She suggests that the language and power relations of the classroom should not just be described and accepted in a needs analysis, but also critiqued and examined to allow for opportunities for change and evolution (Benesch, 1996). Benesch (2001) then outlined a framework for conducting a critical needs analysis, in her book *Critical English for Academic Purposes: Theory, Politics, and Practice*, where requirements of the institution and rights are balanced. Taken altogether, there are a great number of perspectives on how ESP instructors should approach conducting a needs analysis and creating a curriculum in order to truly meet the needs of the students through curriculum and course design.

Needs Analysis Methodology: Research Approaches & Data Collection

The literature on how to conduct a needs analysis includes a variety of approaches to data collection--from simple surveys to more complex methods that include the triangulation of data from multiple sources (Hutchinson & Waters, 1987; Hyland, 2006; Long, 2005; Mackay, 1978; West, 1994). In the studies examined for this literature review, researchers used surveys/questionnaires (Albilehi, Han, & Desmit, 2012; Ferris, 1998; Tseng, 2014), semi-structured interviews (Preece, 1993), a combination of surveys and semi-structured interviews (Kaur & Khan, 2010), or a combination of methods including interviews, observations, diagnostic tests, and structured questionnaires (Lesiak-Bielawska, 2014).

A collection of studies included the perceptions and opinions of students (Albilehi, Han, & Desmit, 2012; Ferris, 1998; Kaur & Khan, 2010; Lesiak-Bielawska, 2014; Tseng, 2014), while others did not include student viewpoints based on the premise that students are not able to accurately identify or articulate their needs (Preece, 1993). In her discussion of needs analysis, Ferris (1998) encourages EAP practitioners to include student voices. She surveyed both students and faculty to gain insight on the requirements and expectations of courses. Together this information indicated the most pressing skills and tasks to incorporate into Ferris' English language course syllabus. Clearly, the inclusion of student perspectives is a topic many ESP specialists question and discuss (Dellar, 2013; Ferris, 1998;); however, many leading researchers in ESP (Benesch, 2001; Flowerdew, 2012; Holme and Chalauisaeng, 2006; Hyland, 2006) continue to support the inclusion of students' voices in needs analysis.

In the *Handbook of English for Specific Purposes* (2013), Flowerdew points to the needs analysis frameworks defined by Long (2005), Hyland (2006) and Basturkmen (2010) as the most useful approaches to attain validity and reliability. Taken altogether, these frameworks suggest that current best practices in needs analysis methodology include identification of real world language tasks in the target situation (Long, 2005), triangulation of data, observation over time, verification of needs with the participants (Hyland, 2006), the use of data from many perspectives and sources, and identification of linguistic challenges of the tasks in the target situation (Basturkmen, 2010).

Assessing the Needs of International Art & Design Students

There are few scholarly publications discussing the linguistic needs of art and design students (Preece, 1993), and even fewer published textbooks specifically designed to teach English to learners pursuing professions or studies in creative fields. Most English language teaching literature involving the arts focuses on suggested lessons and activities for ESL teachers (Carr, 1981; Peters & Saxon, 1998; Preece, 1998a; Preece, 1998b; Preece, 1998c; Preece, 1998d; Rathet, 1994). For example, Carr

(1981) suggested lessons using images to spark conversations, and Preece (1998) provided a collection of lessons in *New Ways in English for Specific Purposes* for art and design students to learn language skills through group projects. “The Red Pepper Club Project” develops language, collaboration, and presentation skills by challenging students to work in groups to redesign a dance club based on inspiration from a vegetable (Preece, 1998b). These lessons serve as great inspiration for curriculum, but do not discuss what students needs are being met.

Few needs analyses for art and design have been published. Generally the literature in this area falls into two categories:

1. Determining which writing tasks and skills are necessary for future success in art history courses (e.g., Basturkmen, 2010; Peters & Saxon, 1998; Preece, 1993).
2. Determining whether reading, speaking, listening, or writing skills are the most essential for art and design students (e.g., Albilehi, Desmidt, & Han, 2012; Tseng, 2014; Kaur & Khan, 2010).

Findings from the second category of literature overwhelmingly point to verbal communication skills as the most important skill for students of art and design. Albilehi, Desmidt, & Han (2012) found that art and design students at the Academy of Art University in San Francisco felt they needed to develop their oral communication skills the most. In this paper, the three graduate students discussed how they conducted a needs assessment, evaluated current course materials, and edited lessons for an English for Art Purposes program. From their assessment, the English for Art Purposes course,

prepares international students to (a) participate actively in college classes; (b) express themselves clearly in art critiques; (c) understand lectures and American idiomatic speech; (d) improve reading skills; (e) increase art and design vocabulary; and (f) write papers for class assignments. (p. 189)

Through their curriculum development project, the authors provide useful information about the needs of art and design students. Albilehi, Desmit, and Han found that students felt they needed to develop their oral communication skills the most. Additionally, the authors also reported the anecdotal support from faculty that speaking and listening skills were more important for these students than reading and writing skills.

The findings of Albilehi, Desmit, and Han are also supported by Kaur & Khan (2010) in their investigation of the English language needs of art and design students at a university in Indonesia, as well as by Tseng (2014) in a study of arts students in Taiwan. Tseng (2014) examined the language needs of students of the arts, including dancers and actors. The results of this investigation showed that students in the arts find speaking and writing in English most difficult. Students in this study also thought that speaking was the most important English language skills to ensure future career success. The course these students most wanted to take was an English speaking/conversation class. The participants in Kaur & Khan's (2010) study had almost identical responses to those in Tseng's (2014). Kaur & Khan's survey results showed that students felt that speaking and listening skills were most important to their current lives as students and future as artists or designers. These studies verify the work of other researchers that developing speaking skills are of greatest importance to art and design students.

Lastly, in the field of English for Academic Purposes, Ferris (1998) also found that speaking skills are ranked highly important based on surveys of students and faculty in a wide range of courses and departments across three kinds of institutions of higher education. The findings of this collection of studies have grave curricular implications and the literature supports development of curriculum and courses for art and design students that improve speaking skills.

Twenty-First Century Skills

Alongside language skills needed, additional research and literature indicates that to best serve international students in higher education today, curriculum should focus on the development of skills that give the student the ability to think critically, work collaboratively, and be creative. In Briscoe's (2013) study of Chinese international students in a Canadian graduate program, students were asked about the differences between the educational system in China and in Canada, the skills students felt they needed or lacked, and what the students defined as skills needed for a globalized or international educational environment. The majority of the students in this study discussed how their learning experiences in China were test-focused and teacher-centered and how their learning experiences as international students are student-centered, critical thinking-focused, creative, and collaborative. As Briscoe concludes:

This research indicates that acquiring critical thinking skills is pivotal for closing an identified gap in preparing students for international study abroad education. It is obvious that the challenges facing these international students in a Western postsecondary education system related to a lack of student centered learning experiences that promote expression of alternate points of view and critical thinking. These learning skills parallel to what has been identified as 21st century learning. (p. 6)

The findings from Briscoe's study illuminate needs of international students and an area overlooked in English language curriculum. In order to be prepared for studies in higher education at a western institution, international students need to develop 21st century skills such as critical thinking, collaboration, and creativity.

Defining 21st century skills. The most prominent literature on teaching and learning in the 21st century define 21st century skills in a variety of ways with many overlapping themes or concepts. The Partnership for 21st Century Skills (P21) developed a whole framework that includes the 4Cs,

communication, collaboration, critical thinking, and creativity (Partnership for 21st Century Skills [P21], 2015b; P21, 2015c). Tony Wagner has outlined the 7 Survival Skills (Wagner, 2008), critical thinking and problem solving, collaboration and leadership, agility and adaptability, initiative and entrepreneurialism, effective written and oral communication, accessing and analyzing information, curiosity and imagination. Daniel Pink's work (2005), *A Whole New Mind*, also has a prominent role in the discussion and definition of 21st century skills in education. Pink (2005) names them design, story, symphony, empathy, play, and meaning. Based on the literature reviewed, the learning objectives outlined by P21 are the most frequently cited in 21st century skills research, curricula, and articles. The skills and framework from P21 was developed by the board, strategic council members and fellows who are leading authors on 21st century teaching and learning, leaders from national educational organizations, and top executives at innovative companies--such as Apple, Intel, and Disney (P21, 2015d). While P21 may be the most prominent in defining 21st century skills, a common thread with all of these frameworks remains; curriculum today needs to incorporate more than just content or factual knowledge in reading, writing, and arithmetic in order to produce future college-ready students, skilled workers, and effective leaders.

The importance of 21st century skills. The literature further posits that for professional life today and in the future, students need to develop 21st century skills. Reports and surveys regarding employee skills desired by businesses support the need for policymakers and educators to give more priority to 21st century skills (Association for Career and Technical Education [ACTE], National Association of State Directors of Career Technical Education Consortium, & P21, 2010; American Management Association [AMA], 2012; Conference Board, Corporate Voices for Working Families, P21, & the Society for Human Resource Management, 2006). The American Management Association (AMA; 2012) surveyed managers and executives at companies in a variety of industries across the United States to investigate the most critical skills employees need. The

survey focused on the 4Cs as defined by P21. The AMA reported that many executives feel that current employees are lacking in these skill areas defined as 21st century skills, they predict that these skills will only be more vital to business success in the future, and they feel that it is “easier to develop these skills in students and recent graduates (59.1%) than it is to develop them in experienced workers” (p. 5). In their report, the AMA concluded that companies need creative, collaborative employees with excellent communication and critical thinking skills to continue to be competitive in a fast-paced global economy. These findings are further supported by anecdotes of CEOs and innovative leaders in business, such as Stewart Butterfield who created Flickr (Restle, 2015) and Michael Geoghegan, the former CEO of HSBC Group (McKenzie, 2011). Butterfield and Geoghegan cite empathy as the most important quality for their employees to have. It is clear from the literature that 21st century skills are seen as essential for employment.

Beyond preparing learners for work after graduation, the development of 21st century skills through education is presented in the literature as an important part of a larger plan to maintain or increase global economic competitiveness (Rotherham & Willingham, 2009; ACTE, 2010; P21, 2008). Rotherham & Willingham (2009) argue that 21st century skills are not completely new abilities learners must acquire. Instead, as Rotherham & Willingham note, “What's actually new is the extent to which changes in our economy and the world mean that collective and individual success depends on having such skills” (2009, para 3). In the forward to *21st Century Skills: Rethinking How Students Learn* (2010), Ken Kay, President of P21, also discusses the importance of 21st century skills in order to maintain a healthy economy. Kay describes the economic shift from a foundation in manufacturing to a dominant service economy. The jobs in this current globally competitive world utilize knowledge-based resources and rely on innovative industries (Kay, 2010; P21, 2008). These authors maintain that these skills are not just needed for students to have a career, and be capable of doing jobs proficiently, but for the economic health of the nation. In other words, 21st century skills

are important in education today in order to have future citizens that can communicate, collaborate, think critically, and be creative in order to be innovative--and, as a result, be successful people that support a leading economy.

The literature review above described ESP, highlighted the role of the ESP practitioner as a researcher and curriculum designer, defined needs analysis, provided a historical overview of developments in ESP, and looked at needs analyses within ESP for Art and Design. Also included in this review were studies and articles discussing the need for curriculum to cultivate 21st century skills. It is clear from studies in this literature review that international art and design students with limited English language proficiency need English language curriculum focused on developing speaking skills as well as those that will prepare them to collaborate, innovate, and think critically in an academic environment. Conclusions and curricular implications that can be drawn from the studies, articles, and books examined here are explored in the next section in an overview of the curriculum presented for the completion of this Capstone thesis project. It is promising to the ESP practitioner endeavoring to meet the needs of international design students who are non-native speakers of English, and design curriculum where none exists, that the literature presents a field open to new approaches in finding out what students need to learn.

Overview of the Curriculum

The overview of the curriculum that follows begins with an introduction to the current issues that call for the creation of an English language curriculum for art and design students focused on speaking skills. Next introduced are the frameworks inspiring the curriculum, the goals or purpose of the curriculum, the target audience, and types of materials incorporated in the curriculum. The overview concludes with a description of the content, activities, and assessments included in each unit of the *Design Thinking for ESL Toolkit*.

Problem Statement

In the past five years, universities across the United States have seen a 51% increase in the number of international students joining their student body (U.S. Department of Homeland Security[US DHS], 2014). Administrators and faculty face new challenges in meeting the needs of an increasing population of international students--particularly with those students who are non-native speakers of English with Limited English Proficiency (LEP) (Farrelly, Shapiro, & Tomas, 2014). In their new publication, *Fostering International Student Success in Higher Education*, Sharpiro, Farrelly, and Tomas (2014) described this issue best by stating:

Many schools decide to admit higher numbers of international students without articulating a plan for monitoring and support of that population. Many institutions have not addressed the question: Whose job is it to ensure that international students have the academic, linguistic, and social support that they need to be successful? (p. 4)

Universities have provided a variety of responses to the question posed above regarding linguistic needs. Some have left the responsibility to admissions, and thus the student applying, by requiring high scores on standardized language tests. Others have added remedial English language sections of courses and increased academic support services such as tutoring for international students who are non-native speakers of English. A few--such as Drexel University, the University of Pennsylvania, Pratt Institute, School of Visual Arts, and the University of the Arts--have expanded their programming initiatives or continuing education department offerings to include pre-college/pre-matriculation language programs, also known as Intensive English Programs.

The goal of these intensive programs is to offer students the opportunity to develop language skills while adjusting to the culture of an academic life abroad. In order to efficiently use time and resources, many intensive programs have adopted an ESP language teaching approach. Only the most necessary skills and language are presented, instead of a general English curriculum.

Since many intensive programs are connected with a university or have college bound students, there are many programs with curriculum focused on English for Academic Purposes (EAP), and many also offer electives or specialized courses to build fluency and language strategies for specific fields.

The reliance on intensive English programs to prepare students for academic studies is just one of many solutions university administrators have put in place to attract international students and proactively give them the tools they need to succeed at the university level. Whatever solution university administrators may use, still important questions remain. What should be taught to these students in order to prepare them for programs? How much English do students need to know? What do they need to know? What is the best way for them to learn the English they need to know?

In addition to language needs, international students must adjust to the culture of the educational environment and develop the necessary skills to succeed as 21st century learners at the tertiary level. The majority of international students come to the United States to pursue degrees in technical fields like science, technology, engineering, and mathematics (STEM) or in business. Interestingly enough, art and design majors rank sixth among the top fields of study (US DHS, 2014). It is not difficult to find English language curriculum, courses, or materials to prepare students for business or STEM studies. It is also easy to find English language textbooks focusing on the development of academic skills like writing or reading. Unfortunately, the same cannot be said for curriculum developing language skills for art and design studies or the development of 21st century skills alongside English language skills.

Significance

In the field of Teaching English to Speakers of Other Languages, there are few scholarly publications discussing the linguistic needs of art and design students, and even fewer published textbooks and teaching materials. As in many curriculum development processes, in order to meet

the language needs of international students at art schools, this English language curriculum is based on findings from past research and the needs of the stakeholders involved.

A review of the literature indicates that verbal communication skills are most important for students of art and design (Albilehi, Desmidt, & Han, 2012; Tseng, 2014; Kaur & Khan, 2010). Additional research indicates that to best serve international students in higher education today, curriculum should focus on the development of the following 21st century skills: collaboration, communication, creativity, and critical thinking (Briscoe, 2013). Also, with the vast majority of international students coming to the U.S. from countries in Asia (U.S. Department of Homeland Security [US DHS], 2014), curriculum should target the pronunciation, grammar, and speaking issues that commonly challenge speakers of largely represented Asian languages, such as Chinese and Korean. Following the practices of ESP, a curriculum for future design studies should also use the methods and activities of the design field. The *Design Thinking for ESL Toolkit* takes these findings and principles into consideration and focuses on the development of 21st century skills alongside the presentation of speaking strategies, pronunciation, vocabulary, and grammar topics. There is currently no published English language curriculum or textbook designed to teach oral communication skills for academic purposes to art and design students. This capstone curriculum project aims to respond to the current scarcity of materials with a solution influenced by innovative approaches to learning in the 21st century.

Frameworks

This curriculum is designed with inspiration from a collection of diverse sources that emphasize the needs of the user—the student, the learner. These frameworks also share in common a focus on applying skills and knowledge to solve real-world problems. This lead to an obvious choice to integrate *design thinking*, not only to guide the creation of the curriculum, but also as content and a process to structure the activities in the curriculum. Design thinking is a method used

to develop innovative solutions for complex problems (Brown, 2009; Ideo, 2015; “Our Point of View,” n.d.). It comes from a tradition of human-centered design that involves a multi-step process with observation, brainstorming, prototyping, and iteration with testing. Some of the main traits or mindsets that drive design thinking—empathy, creativity, user-centeredness, collaboration, and creativity (Ideo, 2011; “Our Point of View,” n.d.)—are almost identical to many 21st century learning skills. Additionally, using design thinking as the backbone of the curriculum further prepares design students for future studies and work because it introduces content, vocabulary, concepts, and structures that will be used in forthcoming coursework. This is aligned with the core principles of ESP in that it incorporates of the methods and activities of a specific field. Moreover, the processes, methods, and tools used in design thinking are used in this curriculum to foster the development of 21st century skills and lead students through a problem solving process to collaboratively create solutions to real-world concerns.

The frameworks most prominent in this curriculum include the practices and theories of English for Specific Purposes (ESP), the Understanding by Design (UbD) framework developed by Higgs and McTighe (2005), the P21 *Framework for 21st Century Learning* (2015), and the *Design Thinking for Educators Toolkit* (Ideo & Riverdale Country School, 2012). The needs analysis methods outlined by Nation & McAlister and Long (2005) were blended with methods from IDEO’s toolkit to determine the goals and content for the curriculum. Understanding by Design shares with ESP a student-centered focus on meeting learning objectives. It offers this curriculum a structure for unit and lesson construction where assessments and instruction are aligned with learning goals (Wiggins & McTighe, 2005). The teaching and learning principles outlined by the UbD framework are also presented by P21 as best practices in implementing 21st century skills curriculum (P21, 2009). The P21 framework guides this curriculum in outlining skills that learners of today need for college and careers of the future. Established goals for 21st century skills come from the P21 website, P21.org

(2015). This curriculum is also aligned with the 21st Century Skills Map for World Languages co-developed by P21 and the American Council on the Teaching of Foreign Languages (2011). None of these frameworks or approaches is dominant in this curriculum, but all have served to ground and inform the design of the curriculum.

Purpose of the Curriculum

The purpose of this curriculum, the *Design Thinking for ESL Toolkit*, is to provide English language educators with course materials, design thinking activities, lesson guides, and assessments to facilitate engaging, hands-on 21st century English language learning experiences for adult international students with limited English proficiency. The toolkit includes English language curriculum alongside design thinking exercises that develop communication, collaboration, creativity, empathy, critical thinking, and problem solving skills. This curriculum outlines projects and activities offering opportunities for authentic learning experiences where students design solutions to student identified challenges. The materials include multimedia components as well as paper-based tools. With all of these elements in concert, the curriculum within the *Design Thinking for ESL Toolkit* provides students with opportunities to develop the skills and knowledge they will need be prepared for future academic studies in an art or design program in the United States at the post-secondary level.

Target Audience & Procedure

The ideal target audience for this curriculum would be a class of adult international students who are non-native speakers of English. It is assumed that these students are new, or somewhat new, to the United States and the culture of higher education in the U.S. The materials were created for use in a face-to-face class that would meet for approximately three hours per week. Ideally these students would be in an 15-week course, would be preparing for a future in the field of design, and would be found in an intensive English program, pre-college course, or a pre-professional language

training school. However, with some adjustments, this curriculum is suitable for many other groups of students and for shorter or longer periods of time.

This curriculum is best suited and designed for an intermediate level student. These students would be, at minimum, “Independent Users” at the B1 level as defined by the Common European Framework of Reference for Languages (CEFR). According to Educational Testing Service (ETS), the makers of the Test of English as a Foreign Language (TOEFL), the B1 CEFR level is equivalent to a TOEFL iBT Speaking score of 16 (Educational Testing Service, 2015; Papageorgiou, Tannenbaum, Bridgeman, & Cho, 2015). The CEFR (Council of Europe, 2001) defines a speaker at the B1 level with the following “can do” descriptors:

I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel or on current events).

I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions plans.

I can narrate a story or relate the plot of a book or film and describe my reactions.” (p. 26)

Program administrators or course instructors may elect to design their own level test based on the descriptors listed above to verify if the course utilizing this curriculum would be appropriate for a given student. Alternatively, administrators or instructors might use scores from level placement products aligned with the ability levels of the CEFR, such as the 10-minute Cambridge Michigan Language Assessment (CaMLA) Speaking Test. The scores and information gathered in this pre-course assessment will also provide useful information about each student in assessing his or her language needs.

Apparatus & Materials

This curriculum includes many paper-based tools and as well as activities that integrate the use of technology. It includes some lessons that are most appropriate for delivery with additional materials such as markers, scissors, large rolls of paper, and sticky-notes. The curriculum also makes use of common technology found in a college classroom including a computer, projector, and connection to wifi/internet. Additionally, personal devices students bring into the classroom such as smartphones, laptops, and tablets like the iPad are used regularly in this curriculum. This requires some familiarity or comfort on the part of the instructor with technology and mobile devices.

Furthermore, since this curriculum is designed around an ESP approach, needs analysis is an important component of the toolkit. The instructor should conduct a needs analysis for the specific group of students in the course and make adjustments to the curriculum accordingly. In concert with the curriculum, it is recommended to assess the target needs (i.e., the necessities, lacks, and wants) and the learning needs of the students before the course, at some point in the middle, and after the course using this curriculum.

Before the start of the course, surveys or interviews with each student will help instructors gather information about each student's educational or language background, the student's motivation for taking the course, and the student's expectations for the course. This kind of needs analysis could also include questions about perceptions regarding how students think that they learn best or what skills or knowledge they perceive that they lack. To identify gaps in oral communication skills and pronunciation challenges, students can make a recording of themselves reading a passage and take a speaking assessment like the CaMLA Speaking Test. The scores and information gathered from the pre-course assessment will provide useful information about each student in assessing his or her language needs

Needs analysis results are useful for adjusting instruction or content. For example, if an instructor were to find that the class was dominated by native speakers of a specific language or speakers that all have issues producing a certain sound of American English, the instructor may opt to replace lessons on pronunciation in combination with speaking strategies with ones that focus on the observed or typical pronunciation issues for those students. Based on the needs analysis at the beginning of the course, instructors can determine which curriculum content elements to emphasize or ones that may not need to be included at all.

Results from these needs analysis tools can be used for diagnostic purposes as well as to determine progress towards meeting the language proficiency level required of students to gain admission to an undergraduate or graduate program at an art school in the U.S. By repeating these same assessments in the middle and/or at the end of the course instructors are able to evaluate improvement and see if student needs are being met. Lastly, the recorded responses in the curriculum are assessments offering evidence of learning, but they also act as ongoing, mid-course needs assessments.

If it is planned to use the toolkit or components of the curriculum in other semesters, in order to make adjustments to the tool to best meet the needs of the students, it is recommended to administer an evaluation at the end of the course and at least informally follow up with students, faculty, and academic services staff members post-course. By following up with students--and their professors--after the completion of their first year or semester in their graduate program, instructors can gain insight about any other curricular changes that could be made in order to positively influence the content, instruction, or learning objectives in the curriculum.

Scope & Sequence

The curriculum is divided into four units. There is one for each phase in the design process: Discovery, Ideation, Prototyping, and Testing. Over the course of the curriculum students identify

their own design challenge and then plan, develop, and test their solutions through a design process. In each unit, there are smaller projects that use design thinking methods or tools. The first unit focuses on building a community and students get to know each other. They tell the story of who they are, where they have come from, and what has made them who they are today. Unit two looks closely at current experiences and a day in the life of each student in the course. Students use digital photography and mobile devices to document typical, exciting, and challenging daily events. This illuminates design challenges to be solved and experiences ripe for improvement. The third unit is all about creativity and play. Students take on a design challenge and work in teams to brainstorm and prototype a solution. In the fourth unit, teams test their prototype and reflect on the collaborative design process.

Each unit starts with language building that includes vocabulary, grammar, and pronunciation content intended to prepare students with the language needed for the effective completion of the unit project. Verbal and non-verbal communication strategies are presented to support the effective participation in collaborative design activities and give students the language tools needed to present their conclusions, ideas, and reflections on the process.

Assessment of 21st century skills is one of the greatest challenges of implementing a 21st century skills curriculum. It is regularly discussed in educational communities how we might assess something like empathy or creativity in a fair and valid manner. This curriculum follows suggested guidelines from P21 for assessment (P21, 2007a) and attempts to address these issues by co-designing solutions alongside the students through the incorporation of class designed criteria for assessment, student self-assessments, and daily reflective practices graded for completion as assessments. Many of the units include peer feedback and the opportunity to make changes to products based on peer and teacher feedback before submission for a final assessment.

The summative and formative assessments include reflections on learning experiences in the form of audio recordings, grammar quizzes using NoRedInk.com, short oral and written quizzes, comprehension checks using student response systems via mobile devices, and presentations evaluated by rubric. In the middle of the curriculum is a midterm assessment. The curriculum culminates in the presentation of final design projects.

This overview included details justifying the components of the curriculum, including findings from studies examined in the literature review. More in depth explanations of the units and materials briefly described in the overview are found in the following section.

Curriculum

For the purposes of this Capstone project, this curriculum includes unit overviews, sample pages from the *Instructor's Guidebook* for six sessions selected from the curriculum, and course materials including student handouts, digital content, and sample assessment tools for selected lessons.

The *Design Thinking for ESL Toolkit* responds to a current lack of materials available to language instructors teaching speaking courses to adult students in the arts. This curriculum meets the specific language needs of these students by combining findings from recent research in the fields of English for Specific Purposes and 21st century skills. By using design thinking as a framework for project based instruction, students develop the ability to communicate and collaborate, as well as to solve problems creatively, empathically, and critically. The toolkit includes course materials, design thinking activities, lesson guides, and assessments to facilitate engaging 21st century English language learning experiences. In combination with a needs analysis, courses that use this curriculum prepare adult international students with limited English proficiency for the

educational environment of graduate and undergraduate programs in art and design, as well as for work in future creative professions.

DESIGN THINKING FOR ESL TOOLKIT

A 21st Century Learning Curriculum for Adult Students

UNIT 1: DISCOVERY	
Unit Summary	
<p>In this introductory unit, students tell the story of who they are and what helped them along the way using the <i>Timeline Storytelling</i> design tool. For the larger design project developed over the course of the curriculum and for the students to work efficiently together, it is essential to start the class by building community and cultivating a supportive, creative, and open learning environment. The design project in Unit 1 acts as a community-building icebreaker that helps students to get to know each other better; moreover, discovery is the first step in the design process. The <i>Timeline Storytelling</i> tool is a method used to help these designers (i.e., the students), to understand the past motivations, goals, and challenges of their future clients (i.e., other students in the class) for their course design project.</p> <p>The unit culminates with a video presentation using the <i>Timeline Storytelling</i> tool. This video serves as a final draft of a presentation that incorporates feedback from previous versions. In order to do this, students must be able to talk about past events, work together to provide feedback to their peers, and later integrate appropriate feedback from peers and the instructor. Thus, the English language content focuses on describing the past, building communication skills for collaboration, and preparing students to give a short presentation. To present their pasts using timelines, students are introduced to the pronunciation of past tense verbs, past tense grammatical structures, as well as vocabulary and time phrases that indicate the past.</p> <p>Unit 1 includes activities and exercises that develop 21st century skills in the areas of creativity & innovation, communication & collaboration, and critical thinking & problem solving. During the draft or practice presentations, students work in pairs, and as a group, to practice asking clarifying questions and offering compliments. These are presented as strategies for providing useful peer feedback. In grammar and pronunciation lessons students discover and articulate rules using inductive and deductive reasoning. To support presentation preparation and to continue to develop critical thinking skills, students analyze and evaluate sample presentations to determine the characteristics of a great presentation. After synthesizing the feedback from peers and the instructor using design methods (clustering and sensemaking), students use all they have learned in the unit to talk about their pasts using the timeline storytelling tool.</p>	
Timeframe	
6 sessions; 90 minutes per session	
Desired Results	
Established Goals	Transfer
21C Skills (from P21.org) <i>Creativity & Innovation</i> <ul style="list-style-type: none"> Develop, implement, and communicate new ideas to others effectively Incorporate group input and feedback into the work <i>Communication & Collaboration</i>	Students will be able to independently use their learning to <ul style="list-style-type: none"> Share stories of who they are to build connections and community Present information and ideas using conventions of American English Participate in class discussions and engage in conversations with peers

UNIT 1: DISCOVERY		
<ul style="list-style-type: none"> Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts Demonstrate the ability to work effectively and respectfully with diverse teams <p><i>Critical Thinking & Problem Solving</i></p> <ul style="list-style-type: none"> Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation <p>English Language Skills</p> <p><i>Listening</i></p> <ul style="list-style-type: none"> Develop listening comprehension skills in order to extract important information <p><i>Speaking</i></p> <ul style="list-style-type: none"> Convey information and ideas through spoken language, using conventions and features of American English. Such spoken language features include appropriate grammar, vocabulary, and pronunciation Communicate effectively in discussions (in pairs, in small groups, and with the whole class) for academic and social purposes Apply various multimodal communication strategies Deliver clearly organized formal and informal presentations with consideration to the purpose and audience <p><i>Vocabulary</i></p> <ul style="list-style-type: none"> Integrate target vocabulary into speaking and writing Use reference tools (e.g., a dictionary, a translator, and/or a thesaurus) to support vocabulary development and make meaning 	Meaning	
	Essential Questions <ul style="list-style-type: none"> What role does the past play in shaping who we are today? What is the relationship between language and story? Why should we collaborate? 	
	Acquisition	
	Students will know <ul style="list-style-type: none"> Vocabulary to discuss past events The structure of statements in the past tense Pronunciation of regular past tense verbs Phrases and strategies to provide helpful peer feedback, including asking questions and giving compliments Phrases used to ask clarifying questions What makes a story engaging, entertaining, interesting, or captivating 	Students will be skilled at <ul style="list-style-type: none"> Speaking about past events Identifying verb tenses (past vs. present) Using information provided to make meaning creatively Providing feedback to peers and integrating feedback from others into a second iteration Collaborating with other students in pairs, in small groups, and as a class to share ideas and work towards collective goals Identifying, defining, and using key vocabulary in conversation Identifying and summarizing important information from recorded audio samples and conversations with other students Producing consonant sounds /t/ and /d/ Expressing their conclusions, discoveries, and questions

UNIT 1: DISCOVERY	
Evidence	
Evaluative Criteria	Assessment Evidence
<p>Timeline Storytelling Presentation (Video): The video demonstrates the student's ability to accurately use the simple past tense, pronounce past tense verbs, incorporate target vocabulary, integrate feedback, and follow the guide for giving good presentations.</p> <p>NoRedInk Quiz: 90% or more questions answered correctly</p>	<p>Performance Task(s):</p> <ul style="list-style-type: none"> Timeline Storytelling Presentation (Video) NoRedInk Quiz: Simple Past Tense Verbs
<p>Past Tense Quiz: Students are evaluated according to a rubric for the accurate use of vocabulary and past tense verbs, and the pronunciation of regular past tense verbs. Students rerecord responses until mastery is achieved.</p> <p>Clarification Questions Quiz: Recorded role-play situations are evaluated according to a rubric for the understandable and appropriate use of clarifying questions, and for the accurate production of the /dju/ sound. Students rerecord responses until mastery is achieved.</p> <p>Socratic Quiz: If collectively students answer less than 90% of the questions correctly, then review/reteach.</p>	<p>Other Evidence</p> <ul style="list-style-type: none"> NoRedInk Diagnostic Quiz: Simple Past Tense Verbs* Vocabulary Cards with text and image defining new terms* Golden Rules* Past Tense Quiz: Audio Portfolio Recording Clarification Questions Quiz: Audio Portfolio Recording Check for Understanding: Socratic Listening Comprehension Quiz
<p>Review & Reflect (Student Self-Evaluations): Students use a rubric to evaluate their understanding of grammar, pronunciation, and vocabulary, as well as their level of engagement. Students respond to reflection questions about their learning experience by creating an audio response for their audio portfolio.</p>	<p>Student Self-Assessment & Reflection*</p> <ul style="list-style-type: none"> Review & Reflect Day 1 Review & Reflect Day 2 Review & Reflect Day 3 Unit Review & Reflect <p>*Ungraded evidence; checked for completion, teacher feedback provided</p>
Learning Plan	
<p>Day 0: Orientation</p> <p>Unit Introduction</p> <ul style="list-style-type: none"> Introduce Goals: Briefly discuss the plan for the unit, unit goals, the unit project description, and the draft unit project assessment rubric. NoRedInk Simple Past Tense Diagnostic Quiz: Students take a 20-question online quiz. "Emergency Language" Mini-Lesson: Review classroom language and phrases used to express confusion or lack of understanding. Video: In lieu of the typical instructor bio, students watch a 3-minute video of the instructor modeling the <i>Timeline Storytelling</i> tool. This includes details about important experiences, people, and lessons learned in the past that shaped who the instructor is today. This is not 	

UNIT 1: DISCOVERY

only a model of the final project for the unit, but also the content for the main vocabulary in the unit and material for the listening comprehension activities on Day 1.

Homework

- Vocabulary Cards: Vocabulary for this unit includes regular past tense verbs, irregular verbs, key terms, and 3 new past tense verbs of the student's choice. Each vocabulary card has a definition, a sample sentence, and a student drawn image to illustrate the meaning.

Day 1: Language Building**Vocabulary Card/Review Homework: Pair & Share****Listening Comprehension**

- Audio Sample Cloze Exercise
- Small Group Discussion: Comprehension Questions
- Check for Understanding: Socrative Comprehension Check Quiz
- Retell the Story (as a class)

Grammar Discovery

- Sorting: PAST vs. PRESENT
- What's the Rule: Past Tense
- Sorting the Past: Time phrases, -ed verbs, and "crazy" verbs (all the other verbs/irregular verbs)

Pronunciation Focus

- Pronunciation Review: Pronunciation of irregular verbs
- Pronunciation Review: Pronunciation of regular verbs
- What's the Rule: Regular Past Tense Verbs -ED
- Sorting: /t/, /d/, and /Id/

Assessment, Reflection, & Review

- Past Tense Quiz: In preparation for the unit design activity, and to provide evidence of their understanding of the grammar, vocabulary, and pronunciation topics presented, students create a short recording a few sentences describing their past using regular and irregular verbs and vocabulary from Unit 1. If time permits, this could be completed in class as a closure exercise for the day. Otherwise, students could do the quiz for homework.
- Homework: Student Self-Assessment, Respond to Prompts, Past Timeline Brainstorm

UNIT 1: DISCOVERY

Day 2: Communication for Collaboration & Exploring Design Thinking Tools

Review Homework: Pair & Share

Language Focus: Asking Questions for Clarification

Pronunciation Focus

- Liaisons/Assimilation: Students practice blending sounds to link words in key phrases for asking clarifying questions with a focus on pronouncing could + you (/d/ + you = /dju/) as this is a common beginning of a polite clarifying question.

Design Thinking Tool: Timeline Storytelling

- Past Timeline: Students create a timeline showing important people, events/experiences, and lessons they learned.
- Pair & Share: Students share timelines with a partner and ask clarifying questions.
- Pair & Retell: Students find a new partner and tell them the story of their first partner. Alternatively, if time permits, each student could introduce his or her partner to the class.

Assessment, Reflection, & Review

- Clarification Questions Quiz: To provide evidence of their ability to create clarifying questions, and produce the /dju/ sound, students record role-play situations with a partner and respond to the prompt offered with a clarifying question. Students add their recordings to their online audio portfolios and are assessed according to a rubric. If time permits, this could be completed in class as a final closure exercise for the day. Otherwise, students could complete the quiz for homework.
- Homework: Student Self-Assessment, Respond to Prompts

Day 3 Presentations (The Good, Bad, and the Ugly) & Speaking Strategies for Feedback

What Makes a Good Presentation?

- Discussion: In small groups, students respond to questions about their past experiences with and knowledge of presentations.
- Watch the Good and the Bad: As a group, students watch 2 sample presentations (one great and one terrible presentation).
- The Class Good Guide for Presentations: Based on observations of the performances in the two presentations, students co-create a guide for delivering a good presentation and evaluate sample presentations.

Language Focus: Giving Useful Feedback

- Small Group Discussion: In small groups students create ground rules for providing helpful feedback for peers and the teacher(s).
- Language of Feedback: "Food for Thought" Questions, Additive Feedback, Observations, Compliments/Strengths
- Language in Practice: Students watch a third video presentation and provide feedback on sticky notes in 3 categories: questions, strengths, and possible additions/changes.
- Sensemaking Think-Aloud: The instructor demonstrates how to cluster ideas and examine patterns to summarize future actions based on the collection of feedback on sticky notes generated by the class.

UNIT 1: DISCOVERY

Language in Practice: The Elevator Speech

- In small groups, each student presents a one-minute version of their timeline.
- The group members practice giving feedback (questions, strengths, and possible additions/changes).

Review & Reflect

- Assessment Co-Creation Session: Using the language learned in the earlier part of the class, the class reviews the draft unit project rubric and discusses possible additions or changes to the rubric.
- Homework: Student Self-Assessment, Respond to Prompts, and Presentation Preparation

Day 4 & 5 Presentations& Unit Reflections

Presentations: Timeline Storytelling

- Each student presents a 5-7 minute presentation of their timeline. Students in the audience watch, listen, and create feedback on sticky notes. Depending on the number of students in the course, presentations may take more than one class session.

Sensemaking: Clustering & Looking for Patterns

- Clustering & Planning: Each student examines the feedback provided and summarizes the feedback as a plan for improvements.
- Small Groups Share: Students share their conclusions about the patterns and their plan for improvements.

Unit Review & Reflect

- Create a Video Presentation: Students use their timeline to create a video presentation telling the story of their past that incorporates the feedback provided peers and the instructor. In this video, students demonstrate the ability to accurately use the simple past tense, pronounce past tense verbs, incorporate target vocabulary, integrate feedback, and follow the guide for giving good presentations.
- Students are encouraged to review the rubric the instructor will use to assess the video presentation.
- Timeline Storytelling Video Presentation Student-Self Evaluation: Students complete a rubric and justify the scoring in their evaluation.
- Respond to Prompts: Students record an audio response to questions reflecting on their experiences over the course of this unit.
- NoRedInk Quiz: Students complete a final grammar quiz on the simple past tense.

Unit 1 - Day 1: Instructor's Guidebook	
Introduction & Language Building	
90 minutes	
Materials: <ul style="list-style-type: none"> • Day 1 Slides • Day 1 Student Handout • Computer/Wifi/Projector with speakers • Sticky notes • Black markers • Mobile Devices (student smartphones, tablets, laptops) • Whiteboard (useful, not necessary) 	Assessments: <ul style="list-style-type: none"> • Socrative Listening Comprehension Quiz: Import code SOC-18136189 (or use the pdf version) • Past Tense Quiz Assessment • Homework: <ul style="list-style-type: none"> ○ Student-Self Assessment #2 ○ Review & Reflect Prompts ○ Timeline Brainstorm
Learning Plan: <p>Vocabulary Card/Review Homework: Pair & Share</p> <ul style="list-style-type: none"> • When given a set of basic vocabulary words describing actions in the past (irregular verbs such as ate, went, etc.; and regular verbs such as learned, lived, imagined, etc.), students will demonstrate understanding of new terms by creating vocabulary cards with 1) a definition, 2) a sample sentence using the key term, and 3) a student drawn image to illustrate the meaning. • Using dictionary, translation, and/or thesaurus apps, students will add three new past tense verbs or new key terms they encountered in class to their personal reference archive. • Students will find a partner and share their collection as the instructor checks for completion. <p>Listening Comprehension</p> <ul style="list-style-type: none"> • Audio Sample Cloze Exercise: Given only the audio of the video from Day 0 and a transcript with missing key words/terms, students will demonstrate listening comprehension (i.e., the ability to identify target vocabulary) by correctly filling the blanks (individually, then sharing in pairs and/or moving through out the room from one student to another to gather answers). • Small Group Discussion: In groups of 3-4, students will discuss responses to the comprehension questions. • Check for Understanding: Students will demonstrate understanding of the audio sample (main ideas and details) by submitting answers to comprehension questions via mobile devices on Socrative.com or the Socrative app. • Retell the Story: As a class students will retell the narrative. Each student will report one part of the video that he or she can recall 	

Unit 1 - Day 1: Instructor's Guidebook

Grammar Discovery

- **Sorting - PAST vs. PRESENT:** Divide the class into 4 groups. Each group will be assigned a paragraph from the transcript. As a group, students will identify words and phrases in that paragraph that indicate the past and ones that indicate the present. Students will write each word or time phrase that suggests the past or present on a sticky-note. Students will post sticky notes on the wall using the communal graphic organizer for PAST and PRESENT.
- **What's the Rule: Past Tense**
In small groups students will consider the following questions and create their rule:
 1. What makes the past tense?
 2. How did you know a sentence suggested the past?
 Members of the groups will share their rule with the group. One golden rule will be synthesized from the ideas of each small group. Students will record this rule, or their own version of it, with a personal mnemonic in their Designer's Notebook.
- **Sorting the Past:** Further examining the key words and terms sorted in the past pile, students will sort them into 3 sub-categories: time phrases, -ed verbs, and "crazy" verbs (all the other verbs).

Pronunciation Focus

- **Pronunciation Review: Pronunciation of irregular verbs**
- **Pronunciation Review: Pronunciation of regular verbs**
Students will explore the different sounds of -ed endings. The instructor might tell students, "Put your hand on your throat and say the following words. What do you notice?" and have students focus on the sound directly before the -ed ending. Students should be able to discover that at the sound at end of words in the second group (before the -ed ending) has a vibration, the sound at end of words in the first has no vibration, and that the third group has words that end in /t/ or /d/ sounds.
- **What's the Rule? Regular Past Tense Verbs -ED:** In small groups students will consider the following question and create their rule:
 1. How do we decide how to pronounce the -ed ending of regular past tense verbs?
 In small groups students will discuss and create their rule. They will share their rule with the class. One golden rule will be synthesized from the ideas of each small group.
- **Sorting: /t/, /d/, and /Id/:** Students will organize the regular verbs and additional vocabulary (regular past tense verbs they know) into three categories /t/, /d/, and /Id/ sounding -ed endings.

Unit 1 - Day 1: Instructor's Guidebook**Assessment, Reflection, & Review**

- Past Tense Quiz: Using verbs discussed, each student will take 3 regular verbs (one with /t/, one with /d/, and one with /Id/ ending) and 1 irregular verb. Each student will create sentences that are true about his or her past. Each student will make a recording of his/her sentences using a phone, tablet, or laptop and add the audio file to their online audio portfolio. Students will be evaluated according to the rubric provided below assess understanding of the speaking concepts presented in this lesson. If time is limited, students may complete the quiz as a homework assignment.
- Homework:
 - Assessment #2: Students will complete the rubric.
 - Students will respond to questions by making a recording for their audio portfolio:
 1. What was the most useful/interesting thing you learned in class today?
 2. What strategies did you use to create understanding in conversation (drawing pictures, using the dictionary/translator, writing or spelling words, asking clarification questions, gestures, etc.)?
 3. Golden Rules – How did your group reach this conclusion? Describe the conversation/process.
 4. What do you still have questions about?
- Past Timeline Brainstorm: In their Designer's Notebook, students will sketch out, freewrite, or mindmap about 3 important challenges, lessons, and people that helped make them who they are today.

Unit 1 - Day 1: Instructor's Guidebook**Past Tense Quiz Assessment**

		3	2	1	0
Past Tense		Excellent Mastery	Sufficient Progressing	Insufficient	No work submitted
Vocabulary	Did the student use the target language (words/phrases from class)?	Accurate use of reviewed vocabulary, past tense verbs, and time phrases.	1-2 noticeable errors in reviewed vocabulary, past tense verbs, and time phrases.	Many noted errors in reviewed vocabulary, past tense verbs, and time phrases.	
Grammar	Does this follow a structure that is easy to follow and understand?	Accurate use of past tense verbs.	1-2 noticeable errors in use of past tense verbs.	Many noted errors in use of past tense verbs.	
Pronunciation	Did the student accurately pronounce reviewed sounds?	Accurate pronunciation of all past tense verbs used.	1-2 noticeable errors in pronunciation of past tense verbs used.	Many noted errors in pronunciation of past tense verbs used.	
Total					

Unit 1 - Day 1: Student Handout

Listening. Fill in the blanks with the words you hear. Then collaborate and discuss: talk to other students to fill in the blanks you didn't hear.

Hello, I'm Nicole Dupree. Today I'm going to share with you the mapping tool I used to talk about my past. I'm an educator and designer. I _____ born in Philadelphia and I _____ in Philadelphia now, but the journey between then and now was long and had many turns.

When I was 17, my parents _____ me to go out and see the world, so I _____ to New York City and _____ to New York University to study medicine. I quickly _____ my path and decided to study art history. Then, I went to grad school for new media design. As a graduate student, not only did I learn a lot about technology and experience design, but I also _____ a great deal about failure. I _____ one of the most important mentors in my life, Karen Finely, who _____ me so much about finding my own voice as an artist. In 2004, I moved to Asia. I lived in Seoul and Tokyo where I taught English at the university level. I came home to Philly in 2008 and _____ my own language training business.

Now, I _____ courses, workshops, and language training programs to help professionals and international students communicate clearly, express themselves better, and reach their highest goals. I _____ my experiences living abroad really _____ me to want to stay connected to an international community because of all the interesting people I met along my travels. At the end of this year, I will graduate with a master's in education and I _____ to continue designing engaging experiences that promote professional development, personal growth, and creative expression.

Thank you for listening to me present my mapping tool that I used to talk about my past experiences, the people I met along the way, and the lessons I learned from those experiences. I would love to hear your feedback so I can make a better version of this. Thanks so much! Bye.

Unit 1 - Day 1: Student Handout**Discussion Questions:**

1. Topic: What is this about?
2. Main Idea/Purpose: What does the speaker want you learn, understand, do, or know? Why did she create this video?
3. Where did she live?
4. Who was important in her past?
5. What lessons did she learn?

Homework:




- Assessment #2: Complete the rubric.
- Respond to the following questions by making a recording for your audio portfolio:
 1. What was the most useful/interesting thing you learned in class today?
 2. What strategies did you use to create understanding in conversation (drawing pictures, using the dictionary/translator, writing or spelling words, asking clarification questions, gestures, etc.)?
 3. Golden Rules – How did your group reach this conclusion? Describe the conversation/process.
 4. What do you still have questions about?
- Past Timeline Brainstorm: In your Designer's Notebook, sketch out, freewrite, or mindmap about 3 important challenges, 3 lessons, and 3 people that helped to make you who you are today.

Unit 1 - Day 1: Student Handout

Assessment: Student Self-Assessment

Review & Reflect

Day 1

		3	2	1 ¹
				
Vocabulary	How well do you understand the vocabulary?			
Grammar	How well can you talk about past events?			
Speaking	How well do you think you communicated your ideas?			
Listening	How well did you understand information from 1. audio, 2. conversations with other students, and 3. the video(s)?			
Engagement	How engaged were you during this lesson?			
Collaboration	How well did you work with other students?			
Total Score:				

¹ Icons created by Alexandre from the Noun Project

UNIT 2: IDEATION

Unit Summary

At this stage in the design process, students identify a design challenge of medium scale. The clients for these group projects will be students from the class. In order to do this, students use a design thinking exercise, *A Day in the Life*, to identify possible design challenges.

A Day in the Life is a method used to designers to build empathy and gain a deeper understanding of the user. It illuminates how they live, what they feel, what they value, and where they go. It is used in tandem with an interview with the user and leads the designer to articulate a design challenge. In Unit 2, students use this design method to identify experiences in their daily lives that could be better, more efficient, beautiful, and/or make them happier. Students create and discuss photo stories showing their daily routines and regular habits, as well as the relationships they have with the people, places, services, and objects around them in their present life. In other words, they will discover a design challenge and come to better understand the user/client/another student in this part of the process.

Just as the past tense was essential in order to use and present the timeline in Unit 1, the present tense is necessary for students to complete the *A Day in the Life* exercise. Students also learn frequency adverbs to discuss how often they do certain activities. Additionally, students are introduced to vocabulary to describe emotions—the language of empathy. This vocabulary is used in the exercise to discuss how students feel at different parts of the day and to identify things or experiences that could make them feel better. Students learn to pose open-ended interview questions in order to complete the day in the life design exercise. The pronunciation lessons in this unit support the accurate communication of the present tense, particularly pronunciation of the –s or –es endings in the third-person singular form (e.g., She goes to the food court and she *buys* a bagel and coffee), by focusing on /s/ and other related s sounds that challenge many non-native speakers of English. The unit design project is not only a major component of the larger process and project presented in the course, but it also serves as an assessment of English language concepts in use. Students create authentic evidence of their understanding of the present tense, frequency adverbs, and vocabulary to describe emotions in the design exercise.

Students then work in groups to select a design project. They are provided with a lesson examining language skills to support this negotiation. They are introduced to words and phrases for stating an opinion. The two th sounds that challenge many non-native speakers of English are practiced in this unit to help students clearly pronounce statements of opinion such as “I think that...” Once the design challenges are established, projects then move into the ideation phase with a brainstorming session driven by “How might we... ?” questions. By the end of this unit, students will be able to articulate a clear design challenge statement, will have a set of possible directions for their design project, and will be ready to move toward the prototyping stage.

UNIT 2: IDEATION		
Timeframe		
5 sessions; 90 minutes per session		
Desired Results		
Established Goals 21C Skills (from P21.org) <i>Creativity & Innovation</i> <ul style="list-style-type: none"> Develop, implement and communicate new ideas to others effectively <i>Communication & Collaboration</i> <ul style="list-style-type: none"> Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts. Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal <i>Critical Thinking & Problem Solving</i> <ul style="list-style-type: none"> Reflect critically on learning experiences and processes Identify and ask significant questions that clarify various points of view and lead to better solutions English Language Skills <i>Speaking</i> <ul style="list-style-type: none"> Convey information and ideas through spoken language, using conventions and features of American English. Such spoken language features include appropriate grammar, vocabulary, and pronunciation Communicate effectively and appropriately in discussions and conversations (in pairs, in small groups, and with the whole class) for academic and social purposes with coherent fluent speech <i>Vocabulary</i> <ul style="list-style-type: none"> Integrate target vocabulary into speaking and writing Use reference tools to support vocabulary development and make meaning 	Transfer	
	Students will be able to independently use their learning to <ul style="list-style-type: none"> Participate in class discussions and engage in collaborative conversations with peers Identify and articulate a design challenge worth solving 	
	Meaning	
	Essential Questions <ul style="list-style-type: none"> How do we use language to innovate and collaborate? How can we speak so we are understood? 	
	Acquisition	
	Students will know <ul style="list-style-type: none"> Vocabulary related to habits/daily routines The structure of present tense statements and questions Language used to conduct a simple interview Commonly used frequency adverbs The structure of a design challenge statement Language for expressing an opinion Vocabulary to describe emotions 	Students will be skilled at <ul style="list-style-type: none"> Speaking about habits, routines, and recent activities Collaborating with other students in small groups Using key vocabulary in conversation Identifying and summarizing important information Producing the ending sounds of third-person-singular verbs (i.e., /s/, /z/, and /ɪz/ sounds) Producing th sounds, Expressing their conclusions, discoveries, and questions

UNIT 2: IDEATION	
Evidence	
Evaluative Criteria	Assessment Evidence
<p>Team Report: The report Includes all expected components. The Design Challenge Statement displays accurate use reviewed vocabulary, phrases, and grammar.</p> <p>NoRedInk Quiz: 90% or more questions answered correctly</p>	<p>Performance Task(s):</p> <ul style="list-style-type: none"> Team Report NoRedInk Quiz: Simple Present Tenses
<p>Present Tense Quiz: Students are evaluated according to a rubric for the accurate use of vocabulary and present tense verbs, and pronunciation of third person present tense verbs. Students rerecord responses until mastery is achieved.</p> <p>Expressing Opinions Quiz: Recorded role-play situations are evaluated according to a rubric for appropriate entrance into conversation, and for the accurate production of /th/ sounds. Students rerecord responses until mastery is achieved.</p> <p>Interview Question Bingo Cards: Demonstrates mastery level understanding of present tense questions and statements using frequency adverbs</p>	<p>Other Evidence</p> <ul style="list-style-type: none"> NoRedInk Diagnostic: Simple Present Tenses, Adverbs, & Adjectives* Vocabulary Cards with text and image defining new terms* Golden Rules to explain concepts in their own words* Present Tense Quiz Expressing Opinions Quiz Check for Understanding: Interview Question Bingo Cards Day in the Life Interview Sheet*
<p>Review & Reflect (Student Self-Evaluations): Students use a rubric to evaluate their understanding of grammar, pronunciation, and vocabulary, as well as their level of engagement. Students respond to reflection questions about their learning experience by creating an audio response for their audio portfolio.</p>	<p>Student Self-Assessment & Reflection*</p> <ul style="list-style-type: none"> Review & Reflect Day 1 Review & Reflect Day 2 Review & Reflect Day 3 Unit Review & Reflect <p>*Ungraded evidence/checked for completion, feedback provided</p>
Learning Plan	
<p>Day 0: Unit Orientation</p> <p>Unit Introduction</p> <ul style="list-style-type: none"> Introduce Goals: Discuss the plan for the unit, unit goals, and the team report description. Diagnostics: NoRedInk Simple Present Tense Quiz <p>Vocabulary: Language of Emotions</p> <ul style="list-style-type: none"> Identify Emotions: When given a set of images, students organize the images into groups according to the emotion illustrated. Expanding Vocabulary: Students determine the degree of the emotion and add 3 new words for each. Vocabulary in Practice: Students demonstrate their comprehension of 3 new vocabulary words of their choice through images and writing. 	

UNIT 2: IDEATION

Homework

- Vocabulary Cards: Vocabulary Cards: Vocabulary for this unit includes daily activities, habits, routines, adjectives for emotions, frequency adverbs, key terms, and 5 words of the student's choice. Each vocabulary card has a definition, a sample sentence, and a student drawn image to illustrate the meaning.
- A Day in the Life: Students create photo stories of their daily routines (10 photos).

Day 1: Language Building

Vocabulary Card/Review Homework: Pair & Share - Same, Different, Go Together, No Relationship

- Working in pairs, students demonstrate their understanding of vocabulary words by organizing them using the activity graphic organizer. Students use their vocabulary cards to find relationships between words and explain the reasoning behind their pairings. Pairs of vocabulary words are organized into the following categories: "the same" (synonyms), "different" (antonyms), "go together" (collocations or classic pairings like peanut butter and jelly), or "no relationship".

Grammar Discovery

- Examine Sample Sentences: Statements, Negative Statements, Yes/No Questions, and Questions with Where/When/What
- What's the Rule: Present Tense

Pronunciation Focus

- Pronunciation: /s/, /z/, and /Iz/ sounds
- What's the Rule: Present Tense Pronunciation

Grammar & Pronunciation Practice

- Interview Question Bingo
- Share Discoveries
- Top 10 Interview Questions

Assessment, Reflection, & Review

- Present Tense Quiz: In preparation for the unit design activity, and to provide evidence of their understanding of the grammar, vocabulary, and pronunciation topics presented, students create a short recording of a few interview questions they asked in class, their own answers, and responses they got from a partner in class using the present tense and vocabulary from Unit 2. If time permits, this could be completed in class as a closure exercise for the day. Otherwise, students could do the quiz for homework.
- Homework: Student Self-Assessment, Respond to Prompts, and Answer Top 10 Interview Questions

Day 2: Exploring Design Thinking Tools

Design Thinking Tool: A Day in the Life

- Using the *Day in the Life Interview Sheet*, students demonstrate listening comprehension by taking notes (writing sentences using the

UNIT 2: IDEATION

simple present tense and frequency adverbs) next to each picture depicting a part of their partner's day. The interviewer takes notes on the interviewee's *Day in the Life Sheet*.

- Students demonstrate the ability to ask and respond to questions by posing and answering the 10 interview questions created during the exercise on Day 1/answered for homework.
- Students further demonstrate the ability to ask questions and integrate new vocabulary (vocabulary of emotions) in conversation by posing follow up questions about emotions associated with each photo.

Assessment, Reflection, & Review

Homework:

- Student Self-Assessment Rubric
- Respond to Prompts
- A Day in the Life - Identify Challenges: Students write 3 stories about a time when they were unhappy, experienced a challenge, or had a problem during their day. Students are prompted to think about a place, a person, and a specific event. Students write their 3 stories on 3x5 cards.

Day 3: Communication for Collaboration

Language Focus: Expressing Opinions

Pronunciation Focus: TH Sounds; "I think that..."

Review Homework: Identify Challenges

- Students post their 3 stories of challenges on the wall.
- Students walk around the room reading the stories and put "me too" sticky notes next to stories that can relate to because they experienced a similar challenge or the same issue. This determines which challenges might be worth solving.

Language in Practice: Expressing Opinions

- Students practice using phrases to state their opinions in order to discuss and create a list of design constraints (scope, interest, time, feasibility) and to decide on the best 5 design challenges based on their collective ideas.
- The students who experienced these challenges tell their stories again, giving more details and answering any questions the class has.

Forming a Design Team & Writing Design Challenge Statements

- Create Teams: The class is broken into small groups.
- Design Challenge Statements: Discuss the structure and language of a design challenge statement.
- Using communication strategies reviewed, each group chooses one design challenge they are most interested in solving. As a group they create their design challenge statement.

Assessment, Reflection, & Review

- Expressing Opinions Quiz: To provide evidence of their ability to state an opinion and to produce th sounds, students record dialogues

UNIT 2: IDEATION

they created re-enacting parts of class where students or the instructor stated an opinion. Students add their recordings to their online portfolios and are assessed according to a rubric. If time permits, this could be completed in class as a final closure exercise for the day. Otherwise, students could complete the quiz for homework.

- Homework: Student Self-Assessment, Respond to Prompts, Brainstorm Solutions

Day 4: Exploring Design Thinking Tools & Team Report Preparation

Rapid Brainstorming

- Establish Brainstorming Rules
- *HMW*: Teams reframe their design challenges as a "How might we...?" (HMW) questions.
- Rapid Brainstorming - 50 in 20: Design teams are equipped with some wall space covered in paper, stacks of sticky notes, and black markers. Students use their prepared ideas and add as many new ones as possible building on ideas of team members within the time limit. The goal is to come up with 50 ideas in response to their HMW question.

Team Report

- Each group prepares a document describing their process thus far that includes: the design challenge statement, their HMW question, and some of their craziest and most realistic ideas for solutions.

Unit Review & Reflect

Homework: Student Self-Assessment, Respond to Prompts, NoRedInk Quiz: Present Tense

Unit 2 – Day 0: Instructor’s Guidebook	
Unit Orientation	90 minutes
Materials: <ul style="list-style-type: none"> • Day 0 Slides • Computer/Wifi/Projector • Emotion Vocabulary Words • Emotion Images • Sticky notes • Black markers • Mobile Devices (Student smartphones, tablets, laptops) 	Assessments: <ul style="list-style-type: none"> • Diagnostic Quiz: NoRedInk Present Tense • Check for Understanding: Vocabulary in Practice Assessment • Homework: <ul style="list-style-type: none"> ○ Vocabulary Cards ○ A Day in the Life Photo Story
Unit Introduction <ul style="list-style-type: none"> • Introduce Goals: Discuss goals and expectations for the unit. Introduce essential questions and the language content for the unit. • Diagnostic Quiz: NoRedInk Present Tense, Adverbs, & Adjectives Vocabulary: Language of Emotions <ul style="list-style-type: none"> • Identify Emotions: When given a set of images on paper—including well-known paintings (e.g., <i>The Scream</i>, <i>Mona Lisa</i>, and <i>Guernica</i>), emojis, stills from famous films, images from magazines and street photographs by Garry Winogrand—students will demonstrate understanding of basic adjectives used to describe emotions. Students organize the images into groups according to the emotion illustrated (angry, afraid, happy, sad, or surprised). Post the vocabulary words on the wall. Students will tack up images under the words. Some suggested sources for these images include ARTstor, Google Art Project, the Common on Flickr, Gify.com, and Emojipedia.org. • Expanding Vocabulary: Students will work together to reorganize the images in each group according to degree (from 1-10; soft to intense). For example, an image that shows a content person goes under one that is joyful, and that goes under one where a person looks blissful—all in the happy category. Using dictionary, translation, and/or thesaurus apps, students will add three new words for each basic term and write them on a sticky note with the associated degree of emotion (1-10). • Vocabulary in Practice: Students will demonstrate their comprehension of 3 new words of their choice by 1) taking a “selfie” acting out the emotion and 2) telling a story about a time that they experienced that emotion at that particular degree. Stories can take the form of an audio recording, a comic strip, a free writing sample, a dialogue, etc. Students are assessed for completion using a checklist. Homework <ul style="list-style-type: none"> • Vocabulary Cards: Vocabulary for this unit includes daily activities, adjectives for emotions, frequency adverbs, key terms, and 5 words of the student’s choice. Students will create a vocabulary card for each with a definition, a sample sentence, and an image. • A Day in the Life: Students consider the prompt, “What does a day in your life look like?” Students create a photo story of their daily routines from when they wake up to when they go to sleep (minimum 10 photos). Students email photos to the instructor. Due Day 2. 	

Unit 2 - Day 0: Instructor's Guidebook

Teacher Assessment

Vocabulary in Practice Assessment

Assessment Checklist

Building an Emotional Vocabulary

Name:

- ___/3 Selfie Photos
- ___/3 "stories"
- ___/3 accurate definitions of the words/each demonstrates comprehension of the term

Total Points: /9

Comments/Feedback:

Unit 2 - Day 0: Instructor's Guidebook

Emotion Vocabulary Words

ANGRY

AFRAID

HAPPY

SAD

SURPRISED

UNIT 3: PROTOTYPING

Unit Summary

In Unit 3, students prototype a design concept as a group using two different design techniques: rapid prototyping and storyboarding. Design teams are encouraged to work quickly to create illustrations and simple models of possible solutions to their design challenge. Lastly, design teams present their creations to their client and get feedback from the class.

Unit 3 incorporates 21st century learning approaches that cultivate play and creativity. For example, in addition to the playful and creative nature of rapid prototyping, the vocabulary building activities are presented as games, and the grammar practice is based on the surrealist game, *Cadavre Exquis*, or Exquisite Corpse where a story is written collectively.

The curriculum in this unit presents opportunities for students to continue to build connections and understand one another, as well as how to work in a team. The unit begins with a team building exercise exploring the role of spoken and nonverbal communication for collaboration. Then, students are presented with a collection of language tools to help them successfully communicate, collaborate, and finish the prototyping session. Students are introduced to the future tense, pronunciation of common reductions or blends used with the future tense, and vocabulary to describe steps in a process (first, next, then, etc.)—all in preparation for creating storyboards describing how their client will use their prototype. Students also learn the vocabulary for the materials in the Rapid Prototyping Kit, as to be able to name the commonly used prototyping supplies they are using to make tangible mock-ups. Before prototyping, teams must decide on one idea from their 50 brainstormed ideas to prototype. To provide students with guidance, language, and strategies to efficiently and effectively accomplish this challenge, one lesson in this unit focuses on intentional listening, paraphrasing, and summarizing. Students learn phrases to help them encourage participation from all members of their team and appropriately elicit responses from quieter members. Also, since rapid prototyping is a fast process, to support fluent collaborative communication for the unit project students learn and apply strategies to talk around a word in conversation (i.e., use circumlocution instead of stopping and finding the translation).

By the final day of this unit, teams have a storyboard, a prototype, criteria to measure the success of their next prototype, and feedback from their client and the class to guide their next steps in the testing stage.

Timeframe

5 sessions; 90 minutes per session

Desired Results

Established Goals

21C Skills (from P21.org)

Creativity & Innovation

- Use a wide range of idea creation techniques
- Create new and worthwhile ideas (both incremental and radical

Transfer

Students will be able to independently use their learning to

- Participate in class discussions and engage in collaborative conversations with peers
- Present ideas and processes clearly to a group of people

UNIT 3: PROTOTYPING		
<p>concepts)</p> <ul style="list-style-type: none"> Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts Develop, implement and communicate new ideas to others effectively Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work <p><i>Communication & Collaboration</i></p> <ul style="list-style-type: none"> Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal <p><i>Critical Thinking & Problem Solving</i></p> <ul style="list-style-type: none"> Reflect critically on learning experiences and processes Solve different kinds of non-familiar problems in both conventional and innovative ways <p><i>Life & Career Skills</i></p> <ul style="list-style-type: none"> Set goals with tangible and intangible success criteria <p>English Language Skills</p> <p><i>Listening</i></p> <ul style="list-style-type: none"> Develop listening comprehension skills in order to extract important information, including main ideas and supporting details Demonstrate understanding of spoken language by summarizing, paraphrasing, responding to questions, etc. <p><i>Speaking</i></p> <ul style="list-style-type: none"> Convey information and ideas through spoken language, using conventions and features of American English. Such spoken language features include appropriate grammar, vocabulary, and pronunciation 	Meaning	
	Essential Questions <ul style="list-style-type: none"> How can play help us innovate? How can we speak so we are understood? How can we be leaders? 	
	Acquisition	
	Students will know <ul style="list-style-type: none"> Vocabulary related to describing a process or sequence of events The structure of future tense statements and questions The difference in meaning between future tense statements using <i>will</i> and those using <i>be + going to</i> Vocabulary and phrases for paraphrasing, summarizing, and encouraging participation Vocabulary for common rapid prototyping materials. 	Students will be skilled at <ul style="list-style-type: none"> Collaborating with other students in small groups Using key vocabulary in conversation Paraphrasing and summarizing the ideas of others Expressing conclusions, discoveries, and questions Using synonyms, definitions, or alternative phrases to express themselves (circumlocution as a speaking strategy) Using a storyboard to illustrate a process or experience Presenting ideas and describing a process as a team Examining sample sentences to find patterns in grammar and structure Reducing sounds and clearly pronouncing contractions when speaking about the future.

UNIT 3: PROTOTYPING		
<ul style="list-style-type: none"> Deliver clearly organized formal and informal presentations with consideration to the purpose and audience <p><i>Vocabulary</i></p> <ul style="list-style-type: none"> Integrate target vocabulary into speaking and writing 		
Evidence		
Evaluative Criteria	Assessment Evidence	
<p>Midterm: Students apply communication strategies to stay engaged in active discussions.</p> <p>Prototype Presentations: The team presents all design process components using reviewed conventions and features of American English including appropriate grammar, vocabulary, and pronunciation.</p> <p>NoRedInk Quiz: Students answer 90% or more of the quiz questions correctly.</p>	<p>Performance Task(s):</p> <ul style="list-style-type: none"> Midterm: Discussion Tournament Prototype Presentations NoRedInk Quiz: Future Tenses 	
<p>Future Tense Quiz: Students are evaluated according to a rubric for the accurate use of vocabulary and future tense verbs, as well as the ability to connect speech (i.e., to accurately pronounce contractions, blends, and common reductions). Students rerecord responses until mastery is achieved.</p> <p>Paraphrasing Quiz: Recorded role-play situations are evaluated according to a rubric for accurate paraphrasing. Students rerecord responses until mastery is achieved.</p> <p>Circumlocution Games: Classwork demonstrates mastery level understanding of circumlocution.</p> <p>Storyboard: Teams write using the future tense and terms describing a process or sequence of events. Writing is graded for grammatical accuracy and logical sequencing.</p>	<p>Other Evidence</p> <ul style="list-style-type: none"> NoRedInk Diagnostic: Future Tense* Golden Rules to explain concepts in their own words* Future Tense Quiz Paraphrasing Quiz Check for Understanding: Taboo & Talk Around It Tic-Tac-Toe (Circumlocution Games)* Storyboard 	
<p>Review & Reflect: Students use a rubric to evaluate their understanding of grammar, pronunciation, and vocabulary, as well as their level of engagement. Students respond to reflection questions about their learning experience by creating an audio response for their audio portfolio.</p>	<ul style="list-style-type: none"> Student Self-Assessment & Reflection* Review & Reflect Day 1 Review & Reflect Day 2 Review & Reflect Day 3 Team Reflection <p>*Ungraded evidence/checked for completion, feedback provided</p>	

UNIT 3: PROTOTYPING

Learning Plan

Day 0: Orientation

Unit Introduction

- Introduce Goals: Discuss essential questions for the unit, design unit goals, the unit projects and games, and the unit assessments.
- Diagnostics: NoRedInk Future Tense Quiz

Team Building: Human Knot

Students demonstrate the ability to follow simple directions and work as a team. This exercise illustrates the important role of communication to reach collective goals.

- Setup: In groups of 4-6, students stand in a circle and everyone holds hands (alternatively, use 12 inch pieces of duct tape or rope that they hold to remove the hand holding/touching element). This is the end goal. Students all raise their right hand and grab someone else's right hand across from them in the circle. Repeat with the left. All students check to make sure they are holding hands with two different people in the group.
- Round 1 - Untangle in Silence: Groups are instructed to not to speak to each other. Students are give 5 minutes to try to untangle themselves, without letting go of anyone's hand, until they are all standing in a circle. Students reflect on the experience:
 - Were you successful? If so, what worked? If not, what didn't work? What were the challenges of not being able to speak to each other? How did you communicate with each other? What did you want to say? Were there any leaders in this team?
 - Students create a list of the words they would have said if they were able to speak.
- Round 2 - Untangle in English: Groups repeat the process but this time they are permitted to speak. Students reflect on the experience:
 - Were you successful? If so, what worked? If not, what didn't work? Were there any leaders in this team? How was it different to be able to speak to each other?

Communication Strategy: Circumlocution

- Vocabulary Introduction: Vocabulary for this unit includes words indicating steps in a sequence (next, then, finally, etc.), key terms, and words to describe items in Rapid Prototyping Kit. Students are provided with vocabulary card with a definition, a sample sentence, and an image to illustrate the meaning.
- Circumlocution: Talking around a word using synonyms, antonyms, definitions, descriptions, etc. Building on what students have just discovered about the role spoken language plays in communication, students are presented with a strategy for communication when they don't know or can't remember a word.
- Circumlocution Tic-Tac-Toe: Using the *Talk Around It Tic-Tac-Toe Sheet* with images of vocabulary words from this unit, students practice different ways of talking about a word when they can't remember or don't know the exact word or term.
- Circumlocution Taboo: If time permits, play a round of taboo with the class using new vocabulary words.

UNIT 3: PROTOTYPING

Day 1: Language Building

Grammar Discovery

- Examine Sample Sentences: Will vs. Be Going to
- What's the Rule: Future Tense

Pronunciation Focus

- Pronunciation: Contractions, Blends, & Reductions with the Future Tense

Grammar & Pronunciation Practice

- Using *Will* to Make Predictions -- Video & Exquisite Corpse Story: Students watch a short silent film, a design case study, of a user going through an experience. Students make predictions throughout about what *will* happen next. At the end of the film, students continue story predictions in writing as a group. To do this, each student has a piece of paper and writes one sentence using the future tense at the top. Everyone passes their paper to the next student next to them. This student reads the one sentence to themselves and adds one more (also using the future tense to predict what will happen next). Then the second student folds the paper over to cover the first sentence and passes it to the third student who now can only see the second sentence. The third student repeats the process of the second—writing a sentence, folding the paper over to cover the previous sentence, then passing the paper to the next student. Pass the papers for as many times as there are students until the papers return to the person who wrote the first sentence or for a designated amount of time. Stories are read out-loud at the end. Typically stories are rather funny and a bit absurd.

Assessment, Reflection, & Review

- Future Tense Quiz: To provide evidence of their understanding of the grammar, vocabulary, and pronunciation topics presented, students create a short recording of their continuation of the story in the film using the future tense. Students are assessed on use of target vocabulary, grammatical structures, and pronunciation of contractions and reduced forms of words. If time permits, this could be completed in class as a closure exercise for the day. Otherwise, students could create this recording for homework.
- Homework: Student Self-Assessment, Respond to Prompts

Day 2: Communication for Collaboration & Exploring Design Thinking Tools

Language Focus: Summarizing, Paraphrasing, Encouraging Participation & Using Intentional Listening

What Should We Prototype? Moving from Ideation to Prototyping

- Selection: Students narrow their 50 ideas down to one idea to prototype. Students meet with their design team from the last unit. Each student in the team chooses 5 ideas (1 "out there"/crazy, 1 realistic, and 3 others) from the 50 ideas created during the brainstorming session at the end of Unit 2.
- Clustering: Using communication strategies discussed earlier in the lesson, and the design thinking methods of clustering and remixing, team members share their selected ideas with the group and work to identify and blend the best parts of their favorite ideas into one to take to the next step in the process. Each team member posts their 5 ideas below their How Might We Question. Moving their ideas around the space, students consider the following questions: What is similar? What ideas go together?

UNIT 3: PROTOTYPING

- Students cluster ideas that are similar or the same to reduce the number of ideas.
- Students continue to move ideas around and consider what would happen when they “remix” or put some ideas together.
- The team members name the clusters of ideas and select the final one they want to prototype.

Grammar & Pronunciation Practice

- Pair & Share Project Update: Using the present future tense (i.e., the be + going to form), students share with another student from another group what his/her group is planning to prototype.
- Pair & Retell: To further practice paraphrasing, students find a new partner and tell them about their first partner. Alternatively, if time permits, each student could talk about his or her partner with the class.

Assessment, Reflection, & Review

- Paraphrasing Quiz: To provide evidence of their ability to paraphrase, students record dialogues they created re-enacting parts of conversations they encountered with their teams. Students add their recordings to their online portfolios and are assessed according to a rubric. If time permits, this could be completed in class as a final closure exercise for the day. Otherwise, students could create the recording for homework.
- Homework: Student Self-Assessment, Respond to Prompts

Day 3: Exploring Design Thinking Tools

Rapid Prototyping: Storyboard

- Draw & Share
- Storyboard

Rapid Prototyping: Make Something!

- Play, Build, & Make
- Prepare Your Pitch: Teams prepare a storyboard and prototype presentation.
- Team Response

Assessment, Reflection, & Review

Homework: Student Self-Assessment, Respond to Prompts, and Team Response: Criteria for Success (How do you know if your prototype is successful? How will you measure success? What are you hoping to learn from this prototype?)

Day 4: Prototype Presentations

Presentations: Don't Just Talk, Show Us!

- Each group gives a short presentation of their process thus far.
- Team presentations include the design challenge statement, their HMW question, the idea they selected to prototype, their storyboard, and their prototype.
- Teams get feedback from the “client” and the class.

UNIT 3: PROTOTYPING***Unit Assessment, Reflection, & Review***

- NoRedInk Quiz: Future Tense
- Team Reflection: Teams consider and respond to prompts
 1. Prototyping: What did you learn from the prototyping session? What did you enjoy? What was difficult?
 2. Feedback: What did you learn from the feedback? What do you plan to integrate into your next version?
 3. Teamwork & Collaboration: What's working? What is helping your team to be successful? How could your team work better together?

Unit 3 - Day 3: Instructor's Guidebook																													
Exploring Design Thinking Tools		90 minutes																											
Materials: <ul style="list-style-type: none"> Storyboard Template Rapid Prototyping Kit Map Rapid Prototyping Kit: <table border="0"> <tr> <td>3x5 cards</td><td>markers</td><td>tape</td></tr> <tr> <td>stickers</td><td>popsicle sticks</td><td>glue sticks</td></tr> <tr> <td>cardboard</td><td>toothpicks</td><td>binder clips</td></tr> <tr> <td>foil</td><td>scissors</td><td>rubber bands</td></tr> <tr> <td>fabric scraps</td><td>balloons</td><td>clothespins</td></tr> <tr> <td>yarn</td><td>string</td><td>buttons</td></tr> <tr> <td>sewing kit</td><td>Velcro</td><td>clay</td></tr> <tr> <td>stapler</td><td>staples</td><td>labels</td></tr> <tr> <td>paper cups</td><td>corks</td><td>paper clips</td></tr> </table> 		3x5 cards	markers	tape	stickers	popsicle sticks	glue sticks	cardboard	toothpicks	binder clips	foil	scissors	rubber bands	fabric scraps	balloons	clothespins	yarn	string	buttons	sewing kit	Velcro	clay	stapler	staples	labels	paper cups	corks	paper clips	Assessments: <ul style="list-style-type: none"> Storyboard Template: Checked for accurate use of vocabulary and grammar (sequence words and future tense). Student Self-Assessment #3 Responses to Prompts Team Response: Criteria for Success
3x5 cards	markers	tape																											
stickers	popsicle sticks	glue sticks																											
cardboard	toothpicks	binder clips																											
foil	scissors	rubber bands																											
fabric scraps	balloons	clothespins																											
yarn	string	buttons																											
sewing kit	Velcro	clay																											
stapler	staples	labels																											
paper cups	corks	paper clips																											
Learning Plan: <p>Introduction</p> <ul style="list-style-type: none"> Goals & Ground Rules: The aim of prototyping is briefly discussed with students. By making something teams will often discover new challenges and actively solve problems by working with something tangible. Students are encouraged to create quickly without trying to make what they create today beautiful or perfect. Language Reminders: Review circumlocution, useful words and phrases, or sentence starters, to aid collaboration during the activity. Tools & Materials: The items in the Rapid Prototyping Kit are reviewed using the map. This serves as a vocabulary review as well. <p>Rapid Prototyping: Storyboard</p> <ul style="list-style-type: none"> Draw & Share: Each student will draw on their own for 5 minutes. Then students will share ideas with their team for 5 minutes. As often happens in these sessions, it is difficult to find a word to name or describe the ideas we create. The instructor might use this as an opportunity to go from one group to the next group to reinforce, prompt, and/or assess circumlocution strategies. Storyboard: Teams will bring ideas together and storyboard their concept for 15 minutes. Using future tense statements and words or phrases that indicate sequence, students will add sentences below each step in the storyboard. If students are having difficulty, or to adjust for lower levels, provide prompts (such as "First our client will..." or "Next, she is going to...") to assist them in the creation of their storyboards. 																													

UNIT 3: PROTOTYPING***Rapid Prototyping: Make Something!***

- Play, Build, & Make: Using the materials in the rapid prototyping kit and anything else they might find, teams will work together to build something that illustrates the experience the user will have with the team's solution.




Prepare Your Pitch

- Teams will prepare to share their prototype with the class and the client for initial feedback. The presentation should walk everyone through an experience. Students may choose to write a story, act out a scenario or role-play, or have people play with or touch the prototype for their storyboard and prototype presentation.

Assessment, Reflection, & Review

- Team Response: Criteria for Success
As a wrap-up discussion for the day's activities, teams create a written or recorded response to the following questions:
 - How will you know if your prototype is successful?
 - How will you measure success?
 - What do you expect will happen when the user experiences your prototype?
- Homework: Student Self-Assessment and Respond to Prompts

Unit 3 - Day 3: Student Handout**Day 3: Review & Reflect****Student Self Assessment #3**

		3	2	1 ²
		 <small>Created by Alexandre from Noun Project</small>	 <small>Created by Alexandre from Noun Project</small>	 <small>Created by Alexandre from Noun Project</small>
Vocabulary	How well did you use the vocabulary unit 3 in your storyboard?			
Speaking	How well do you think you communicated your ideas with your team today?			
Grammar	How well did you use the future tense in your storyboard			
Engagement	How engaged were you today?			
Collaboration	How well did you work with other students?			
Total Score:				

- What was the most useful/interesting thing you learned in class today?
- How did you feel during the prototyping activity? What did you find challenging? What did you enjoy?
- What do you still have questions about?

² Icons created by Alexandre from the Noun Project

Unit 3 - Day 3: Student Handout
Storyboard Template











Unit 3 – Day 3: Student Handout

Rapid Prototyping Kit Map



Midterm Tournament: The Conversation Table	
3 Sessions	Timeframe: 90 minutes/ session
<p>Overview: This midterm is an adaptation of <i>Socratic Smackdown</i>, a (creative commons Attribution-NonCommercial-ShareAlike) resource co-designed by educators and game designers the Institute of Play, Quest to Learn, and CICS ChicagoQuest (2014). For this Midterm Tournament, students will be presented with discussion and conversation questions where they will use speaking skills presented in the first 3 units of the course. While this serves as a midterm review, it is also an opportunity to use all the things learned in conversations with native speakers. Students will work collaboratively in teams and apply communication strategies to stay engaged in active discussions.</p>	
<p>Materials:</p> <ul style="list-style-type: none"> • Computer/Wifi/Projector • Score Cards (Lightning Round, Round 1, Round 2) • Team Huddle Reflection Questions • Discussion Questions 	<p>Assessments:</p> <ul style="list-style-type: none"> • Score Cards • Team Huddle Reflection
<p>Learning Plan:</p> <p>Tournament Day 0</p> <p>Introduction</p> <ul style="list-style-type: none"> • Introduce Goals: Discuss goals and expectations for the unit. The goal of the game is for all the students to be involved in the conversation and to use as many speaking strategies as possible within the time allotted. • Ground Rules: Discuss ground rules for the tournament. The rules and point system will be reviewed. <p>Prepare</p> <ul style="list-style-type: none"> • To prepare for the midterm tournament, the class is divided into teams of 3-5 members. • A list of potential conversation topics, discussion questions, and speaking strategies will be distributed to the teams. • Teams meet to pool notes, review communication strategies, practice, and ask the instructor any questions they may have about the game, the prompts, or the discussion strategies. <p>Tournament Day 1</p> <p>Introductions & Review</p> <ul style="list-style-type: none"> • Introduce guest participants (2-3 native speakers). • Briefly review the game. <ul style="list-style-type: none"> • In the Fishbowl - The Conversation Table: One member from each team and a native speaker will take their places at the conversation table. The first topic will be displayed on the screen along with the speaking strategies that will get the team member points for that round. 	

- Outside of the Fishbowl: Students will listen carefully to the discussion at the Conversation Table. Using score cards for that round, students outside of the fishbowl give the team at the conversation table points for speaking strategies used and number of times they spoke in the conversation. The conversation and scoring will commence when the timekeeper starts the timer. When time is called, individual and team scores are averaged. This process will be repeated with the next team member and the next topic.

Room Setup: The Fishbowl

- Setup the room with one member from each team and a native speaker of English at the conversation table.
- Other students, guests, and the instructor will sit in an outer circle around the conversation table.

Practice: Lightning Round

- As a warm-up and to be sure all participants understand the game rules and scoring, one round is played with a time limit of 2 minutes for conversations. The points in this round are not included in the tournament scoring.
- Light conversation topics in this round might include, "Where is the best place to get a quick lunch near here?"
- After time is called for each group, students will share their scorecards and justify their scoring. These conversations can be recorded if the instructor would like to rewind so that students can listen to parts of the conversation again.

Round 1

- Each conversation during this round has a time limit of 6 minutes.
- Discussion questions in this round might include more complex questions that have cultural elements. They require students to take a position and provide support. These are similar to the type of questions students might see in the speaking section of the TOEFL as the second independent speaking task. Some examples include, "Do you agree or disagree? Students should study together as a group," or "Should you give money to people on the street or on the subway?"
- After each group finishes their 6-minute conversation, scores are tallied. The next group moves to the conversation table.

Tournament Day 2**Room Setup: The Fishbowl**

- In the middle of the room, one member from each team and a native speaker of English will sit at the conversation table. Other students, guests, and the instructor will sit in an outer circle around the conversation table.

Team Reflection on Day 1 - Team Huddle

- Using the Team Huddle Reflection Questions, groups meet to discuss what is working and what they could try to change to improve team and individual scores during today's round.

Round 2

- In this round students are presented with short vignettes, case studies, and creative projects. They are asked to discuss and provide a

response. These might include a guest speaker's thesis project in progress, a design project, or an on-campus problem.

- Each conversation during this round has a time limit of 8 minutes.

Final Scores & Awards Ceremony

- All scores from Round 1 & Round 2 are tallied.
- Awards are given to the team with the highest score, to the Most Valuable Player (individual with the highest score), and to others for creative categories (e.g, Most Curious to the student that asked the most questions, or Most Contrary to the one that disagreed most).

Lightning Round Score Card

Speaking Strategy	Points	Player 1:	Player 2:	Player 3:	Player 4:
State an Opinion	+ 1				
Ask a Question	+ 1				
Disagree	+ 1				
Speaks in the Discussion	+ 1				
Total Score					

Round 1 Score Card

Speaking Strategy	Points	Player 1:	Player 2:	Player 3:	Player 4:
Paraphrase	+ 2				
Ask a Question	+ 1				
Give a Compliment	+ 1				
State an Opinion	+ 1				
Speaks in the Discussion	+ 1				
Total Score					

Round 2 Score Card

Speaking Strategy	Points	Player 1:	Player 2:	Player 3:	Player 4:
Elicit a Response	+ 2				
Make a Suggestion	+ 1				
Disagree	+ 1				
Paraphrase	+ 1				
Speaks in the Discussion	+ 1				
Total Score					

Team Assessment: Team Huddle

What is our team doing well?

What could we do better?

Game Plan:

UNIT 4: TESTING

Unit Summary

In this final unit, design teams make plans to create and test their prototypes. Teams work together to decide what they will do to improve their prototype, then they create it, and lastly they plan how they will test it. Teams design their own plan to observe and document the use of their prototype by the user. As a group students will draw conclusions on the success of their design solutions and develop final team presentations of their design projects.

The tool used in this unit, the Project Planner, helps design teams to become project managers. Students work backwards from their goal and final presentation to the present. Students list tasks and predict how long each task will take. Topics presented to aid the communication in this step of the process include language and strategies for delegating tasks and volunteering to complete tasks. Also, terms for delegation and deadlines are included in the vocabulary list for this unit.

A considerable amount of time in Unit 4 is dedicated to team meetings where students work together, with the support of the instructor, to make plans, execute plans, draw conclusions, and prepare for the final presentation of their design project. In order to provide updates on the status of the project, the grammar content includes an introduction to progressive tenses (so they can discuss what they *are doing*), the present perfect progressive (for reports on what they *have been doing*), and the present perfect tense (to talk about what they *have done*).

This unit concludes with a grammar test, a vocabulary quiz, a final group presentation, and closure activities. Students review vocabulary from previous units and incorporate new terms of their own to create a collaborative master list using Quizlet. The master list is used to create the final vocabulary quiz for the semester. The final grammar assessment includes all grammar content presented over the course of the semester. Finally, in preparation for the final presentation to an audience of peers, guests, and selected experts, students practice how to field questions in a Q&A session. On the final days of the course students reflect on their experiences with course evaluations and group closure activities.

Timeframe

9 sessions; 90 minutes per session

Desired Results

Established Goals

21C Skills (from P21.org)

Creativity & Innovation

- Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas
- Develop, implement and communicate new ideas to others effectively
- Be open and responsive to new and diverse perspectives;

Transfer

Students will be able to independently use their learning to

- Plan and execute a team project
- Participate in class discussions and engage in collaborative conversations with peers
- Present ideas and processes clearly to a group of people
- Solve complex problems using the design thinking process
- Express ideas, opinions, and needs

UNIT 4: TESTING		
<p>incorporate group input and feedback into the work</p> <p><i>Communication & Collaboration</i></p> <ul style="list-style-type: none"> • Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts • Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade) • Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal <p><i>Critical Thinking & Problem Solving</i></p> <ul style="list-style-type: none"> • Reflect critically on learning experiences and processes • Solve different kinds of non-familiar problems in both conventional and innovative ways <p><i>Life & Career Skills</i></p> <ul style="list-style-type: none"> • Set goals with tangible and intangible success criteria • Adapt to varied roles, jobs responsibilities, schedules and contexts • Work effectively in a climate of ambiguity and changing priorities <p>English Language Skills</p> <p><i>Listening</i></p> <ul style="list-style-type: none"> • Demonstrate understanding of spoken language by summarizing, paraphrasing, responding to questions, etc. <p><i>Speaking</i></p> <ul style="list-style-type: none"> • Convey information and ideas through spoken language, using conventions and features of American English. Such spoken language features include appropriate grammar, vocabulary, and pronunciation • Apply various multimodal communication strategies • Deliver clearly organized formal and informal presentations with consideration to the purpose and audience <p><i>Vocabulary</i></p> <ul style="list-style-type: none"> • Acquire and use new academic and design specific vocabulary for oral and written communication 	Meaning	
	Essential Questions	
	<ul style="list-style-type: none"> • How can we design innovative solutions together? • How can we speak so we are understood? • What makes presentations great? 	
	Acquisition	
	<p>Students will know</p> <ul style="list-style-type: none"> • Vocabulary related to planning and deadlines • The structure of present progressive tense statements and questions • The structure of present perfect progressive tense statements and questions • The structure of present perfect tense statements and questions • Vocabulary and phrases for delegation • Vocabulary and phrases to volunteer help 	<p>Students will be skilled at</p> <ul style="list-style-type: none"> • Collaborating with other students in small groups • Using key vocabulary in conversation • Fielding questions after a presentation • Planning and executing a project in a timely manner • Examining sample sentences to find patterns in grammar and structure • Critically examining behaviors to determine success based on a set of pre-determined criteria • Giving group presentations

UNIT 4: TESTING	
Evidence	
Evaluative Criteria	Assessment Evidence
<p>Project Presentations: The team presents all design process components using reviewed conventions of American English including include appropriate grammar, vocabulary, and pronunciation. Q&A demonstrates the ability to field questions using phrases and strategies discussed in the unit.</p> <p>Quizlet Quiz: Students will be evaluated based on accurate spelling and recall of definitions of vocabulary words from the course.</p> <p>NoRedInk Quiz: Students answer 90% or more of the quiz questions correctly. Students will have multiple opportunities to reach this goal by retaking the test until they get at least 90% correct.</p>	<p>Performance Task(s):</p> <ul style="list-style-type: none"> • Final Project Presentations • Quizlet Quiz: Final Vocabulary Quiz • NoRedInk Quiz: Final Exam
<p>Project Update: Students demonstrate mastery of the present perfect, present perfect progressive, and present progressive tenses by giving a project status update. The team is collectively assessed for their performance according to a rubric.</p> <p>Project Planner: Classwork displays thoughtful and thorough planning with consideration to all project elements.</p>	<p>Other Evidence</p> <ul style="list-style-type: none"> • NoRedInk Diagnostic: Progressive Tenses & Present Perfect Tense • Golden Rules to explain concepts in their own words* • Project Update Grammar Quiz • Project Planner
<p>Review & Reflect: Students use a rubric to evaluate their understanding of grammar, pronunciation, and vocabulary, as well as their level of engagement. Students respond to reflection questions about their learning experience by creating an audio response for their audio portfolio.</p>	<ul style="list-style-type: none"> • Student Self-Assessment & Reflection* • Review & Reflect Day 1 • Review & Reflect Day 2 • Review & Reflect Day 3 • Review & Reflect Day 4 • Project Reflection <p>*Ungraded evidence/checked for completion, feedback provided</p>
Learning Plan	
<p>Day 0: Orientation</p> <p>Unit Introduction</p> <ul style="list-style-type: none"> • Introduce Goals: Discuss unit goals, schedule, and assessments. • Diagnostics: NoRedInk Progressive Tenses & Present Perfect Tense Quiz 	

UNIT 4: TESTING

Vocabulary: Quizlet and the Class Vocabulary Set

- Vocabulary for this unit includes a review of past vocabulary, words related to planning and deadlines, and 5 words of the student's choice.
- Students contribute the words they chose during units 1, 2, and 3 to the class set on Quizlet. For each word the students add to the set, they will also include a definition, the part of speech, and an image.
- Students compete for highest score in *Scatter* and *Space Race* on Quizlet.

Team Meeting

- Students use a portion of class time to discuss project development matters and talk with the instructor about any challenges.
- Instructors can evaluate project progress and group collaboration, offering guidance and feedback as needed.

Day 1: Communication for Collaboration & Exploring Design Thinking Tools

Language Focus: Delegating & Volunteering

Design Thinking Tool: Project Planner

- Identify Assets & Required Resources: Using the Project Planner handout, students identify what they have and what materials and resources they need to create and test their next prototype.
- Timeline: Using the Project Planner handout, teams create a timeline mapping out important deadlines and listing tasks.
- Delegate & Volunteer: Using phrases and strategies discussed earlier in the lesson, teams decide who will complete each task.
- Review Criteria for Success: Teams review their criteria for success and finalize their plan to test and document observations of their prototype in use by the client.
- Instructors can move from group to group to observe project progress and group collaboration, as well as to offer guidance and feedback.

Assessment, Reflection, & Review

- Homework: Student Self-Assessment and Respond to Prompts

Day 2: Language Building

Grammar Discovery

- Examine Sample Sentences: Present Progressive
- Compare Sample Sentences: Present Progressive vs. Present Perfect Progressive
- What's the Rule: Present Progressive & Present Perfect Progressive

Team Meeting

- Students use a portion of class time to discuss project development matters and talk with the instructor about any challenges.
- Instructors can evaluate project progress and group collaboration, offering guidance and feedback.

Assessment, Reflection, & Review

- Homework: Student Self-Assessment and Respond to Prompts

UNIT 4: TESTING

Day 3: Language Building

Grammar Discovery

- Examine Sample Sentences: Present Perfect
- What's the Rule: Present Perfect vs. Present Perfect Progressive

Grammar in Practice

- Pair & Share Project Update: Using the present perfect, present perfect progressive, and/or present progressive tense, students share with another student about what they have been doing since they started this course. They may choose to talk about their team project, or academic, social, and personal events.
- Pair & Retell: Students find a new partner and tell them a story about their first partner. Alternatively, if time permits, each student could talk about his or her partner with the class.

Team Meeting

- Students use a portion of class time to discuss project development matters and talk with the instructor about any challenges.
- Instructors can evaluate project progress and group collaboration, offering guidance and feedback.
- Teams create a brief report on the progress of the project using the present progressive, present perfect, or present perfect progressive.
- Teams may choose to use some of this time to discuss or work on deliverables due on Day 4—presentation slides, a user profile, and documentation of the testing they are doing (observations, interviews, and/or photo documentation).

Assessment, Reflection, & Review

- Project Update - Present Perfect, Present Progressive, Present Perfect Progressive: Teams give a brief report to update the instructor on the progress of the project using the tenses reviewed in this unit.
- Homework: Student Self-Assessment, Respond to Prompts, and Presentation Deliverables (Due Day 4)

Day 4: Presentation Prep

Introduction

- Discuss Final Presentation Goals
- Discussion: Ask students what they already know about a Q&A session.

Listening

- Students watch a video of multiple Q&A sessions and identify key phrases they heard.
- Pair & Compare: Students will compare their answers with those of the student sitting next to them.

Language Focus: Fielding Questions

- Asking Questions, Commenting & Giving Compliments: review useful words and phrases.
- Responses: Review useful phrases to answer questions, respond to comments, and respond to compliments.
- Dealing with Nervousness: Discuss strategies for relaxation and reducing public speaking anxiety.

UNIT 4: TESTING

Language in Practice

- Role-Play: Students act out Q&A scenarios in small groups.
- Predicting Questions, Comments, & Compliments
- Preparing Responses

Team Meeting

- Students use a portion of class time to discuss project development matters and talk with the instructor about any challenges.

Assessment, Reflection, & Review

- Homework: Student Self-Assessment, Respond to Prompts

Day 5: Project Presentation Prep

Rehearsal

- Teams present a small, very short part of their presentation to the class.
- Students get feedback and suggested edits from the group (with references to the Good Guide for Presentations created in Unit 1) including feedback from the instructor (or invited tutors or mentors) on pronunciation and the grammar in their slides.

Team Meeting

- Students use a portion of class time to discuss the project presentation and talk with the instructor about any challenges.

Day 6: Project Presentations

Presentations

- Each group gives a final presentation of their project.
- Team presentations include the design challenge statement, their HMW question, a user profile, the idea they selected to prototype, their storyboard, their first prototype, their final prototype, and the observations/results of their testing.
- Teams field questions and respond to feedback from the “client”, class, and invited guests.
- Students and guests enjoy some light refreshments in celebration and conclusion of the project, presentations, and the course.

Day 7 & 8: Unit Assessment, Reflection, & Review

- NoRedInk Quiz: Final Exam
- Quizlet Final Vocabulary Quiz
- Team Reflection
- Course Evaluation
- Class Closure Activity - 3, 2, 1: Students conclude the class by sharing on a communal board 3 things they will never forget, 2 ways they will be able to use what they have learned in the future, and 1 question they still have.

Unit 4 - Day 4: Instructor's Guidebook	
Presentation Preparation	
90 minutes	
Materials: <ul style="list-style-type: none"> • Student Handout: Cheat Sheet • Role-Play Cards • Computer/Wifi/Projector w/ speakers 	Assessments: <ul style="list-style-type: none"> • Student Self-Assessment Rubric • Responses to Prompts
Learning Plan: <p>Introduction</p> <ul style="list-style-type: none"> • Discuss Goals: The aim of this lesson is to provide students with phrases and strategies to prepare them for the Q&A portion of their final presentations. • Discussion: Ask students "What is a Q&A? What does Q stand for? How about the A?" Ask if they have ever participated or witnessed a Q&A session and what they imagine their Q&A might be like. <p>Listening</p> <ul style="list-style-type: none"> • Students watch a compilation video of Q&A sessions (clips from Creative Commons videos on Youtube). • Using the student handout, students will check off the phrases they heard in the Q& A sessions. • Students will compare their answers with those of the student sitting next to them. • Watch the video once more and review the phrases used. <p>Question Topics</p> <ul style="list-style-type: none"> • Based on the questions asked in the Q&A sessions in the video, discuss some potential topics for questions and comments. • Elicit additional ideas from the students to add to the list, such as materials, inspiration, process, challenges, solutions, time, etc. <p>Language Focus: Fielding Questions</p> <ul style="list-style-type: none"> • Using the Q&A Cheat Sheet, review useful words and phrases to ask direct and indirect questions, give compliments, or provide an appropriate comment during the Q&A session. Students add some of their own ideas. • Review useful phrases to answer questions, respond to comments, and respond to compliments. Students add some of their own ideas. • Discuss strategies and phrases for other kinds of situations such as: <ul style="list-style-type: none"> ○ Handling questions that the student doesn't understand (paraphrase, ask for repetition, or ask for clarification) ○ When another team member can better answer the question (redirecting) ○ Responding to indirect questions 	

Unit 4 - Day 4: Instructor's Guidebook

- Responding to questions answered in the presentation
- Handling off topic questions or long-winded comment/questions
- Discuss strategies for relaxation and reducing public speaking anxiety.

Language in Practice

- Role-Play: When given a series of situations, students will act out potential responses in small groups.
- Predicting Questions, Comments, & Compliments: In teams students will make a list of potential questions, comments, and compliments they predict they will encounter during their Q&A session.
- Preparing Responses: Students will prepare potential responses to the predicted questions, comments, and compliments.

Team Meeting

- Students use a portion of class time to discuss project matters and talk with the instructor about any challenges.
- Instructors evaluate project progress and group collaboration, offering guidance and feedback.

Assessment, Reflection, & Review

- Homework: Student Self-Assessment and Respond to Prompts

Role-Play Cards

What would you *do* and *say* in these situations? Discuss the situation with your team members. Then practice by acting it out.

<p>A person asks a question that you already answered in your presentation. This person wasn't listening or didn't understand that part of your presentation. For example:</p> <p>"What was your design challenge?"</p>	<p>A person asks a very, very, very long question. They talked for a long time. You are not even sure if they actually asked a question.</p>	<p>A person in the audience asks more than one question. He/She actually asked 3 different questions.</p>
<p>A person in the audience asks a question that you don't understand at all.</p>	<p>A person in the audience asks a question that you understand, but that you don't know the answer to at all.</p>	<p>A person in the audience asks a question that you understand, but you don't know the answer. Your team member does know the answer.</p>

Unit 4 - Day 4: Student Handout



Listening. What phrases do you hear in the Q&A sessions? Check the phrases you hear.

☐ Why did you choose to... ?
☐ That's a question I can't answer.
☐ you know...
☐ That's a great question.
☐ I totally don't agree.

☐ Tell me about...
☐ I want to thank you...
☐ You know what I mean?
☐ Anyone have any questions?
☐ I wanted to tell you...

Share your answers with the person sitting next to you. What did you hear?

Discussion. What kinds of questions might the audience ask about design projects? Brainstorm some topics below.
The audience might ask questions about:

materials

challenges

inspiration

future projects

Predict

Write some questions, comments, or compliments that you might hear during your Q&A session about your team design project.
How would you answer these questions?

Example: Q: Can you talk more about how your team tested the final prototype? A: Sure! We wanted to know...

1. Q:

A:

2. Q:

A:

3. Q:

A:

Unit 4 - Day 4: Student Handout	
Questions, Comments, & Compliments	Answering Questions & Responding to Comments & Compliments
<p>Asking Direct Questions What did you use to... ? How did you... ? What inspired you to... ?</p> <p>Asking Indirect Questions I was wondering... Could/Can you talk about... ? I am really interested in... can you tell us more? I really liked seeing... can you tell me more about...?</p>	<p>Starting your answer to a question (optional) That's a really good question. Thanks for asking that. I'm glad you asked about that.</p> <p>Check if you understand the question If I've understood you correctly, you mean... ? Is that right? Are you asking if... ? Do you mean... ?</p> <p>Respond to the question We used... We wanted to... It was our goal to... We were inspired by...</p>
<p>Commenting This project reminds me of... I couldn't help thinking of... I can/could see...</p>	<p>Responding to a comment Thank you, I really appreciate your comment... That's a really interesting connection. We considered (or we hadn't considered) that.</p>
<p>Giving compliments I think that your team did an amazing job on the... I really liked hearing about... I was impressed by your team's ...</p>	<p>Responding to a compliment Thank you, I really appreciate your comment. Well, thank you so much. I'm so pleased to hear that you liked it.</p>

Unit 4 - Day 4: Student Handout




Homework:

- Assessment: Complete the rubric.
- Respond to the following questions by making a recording for your audio portfolio:
 1. What phrases did you review or learn today that you plan to use in your Q&A?
 2. How do you feel about giving your team presentation next week?
 3. What do you still have questions about?

Student Self-Assessment

Review & Reflect

Day 4

		3	2	1 ³
		 <small>Created by Alexandre from Noun Project</small>	 <small>Created by Alexandre from Noun Project</small>	 <small>Created by Alexandre from Noun Project</small>
Speaking	How well do you think you communicated your ideas?			
Listening	How well did you understand information from 1. conversations with other students, and 2. the video?			
Engagement	How engaged were you during this lesson?			
Collaboration	How well did you work with other students?			
Total Score:				

³ Icons created by Alexandre from the Noun Project

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**Vita
Nicole C. Duprée**

EDUCATION

University of the Arts	Master of Education; Educational Program Design	2015
Professional Institute for Educators; Area of concentration: Educational Technology		
New York University	Master of Professional Studies	2003
Tisch School of the Arts; Interactive Telecommunications Program; Interaction Design		
New York University	Bachelor of Arts	2001
College of Arts and Sciences; Art History; minor: Anthropology		

ADMINISTRATIVE EXPERIENCE

Dupree Language Training, Philadelphia, PA 2008 – present

Owner, Language Trainer, and Academic Career Counselor

- Employ, train, and supervise tutors and trainers.
- Advise students on appropriate paths to gain admission to graduate and post-graduate programs.
- Execute marketing strategies and create advertising materials.
- Design online, hybrid, and face-to-face programs and lessons tailored to clients in business, academic, legal, and scientific fields.

New York University, Department of Residence Life, New York, NY 1999 – 2003
Graduate Housing Assistant Summer 2002 & 2003

- Coordinated weekly check-ins and check-outs, all room assignments, and key distribution for summer housing.
- Scheduled cleaning and maintenance with Housekeeping and Facilities staff.
- Communicated and enforced University and Residence Hall policies and procedures.

Graduate Assistant 2001 – 2003

- Supervised a staff of Resident Assistants and advised Student Government.
- Provided 24-hour on call emergency assistance, crisis intervention, mediation, and proactive resource referrals.
- Managed, approved and supported staff with all aspects of event planning and for graduate and undergraduate students living in 3 separate apartment-style residence halls in the Financial District.
- Assisted the Residence Hall Manager with duties ranging from conducting judicial hearings and maintaining budgets, to overseeing building facilities and leading staff training sessions.
- Mentored fifty first year students through the Freshman Mentor Program

Resident Assistant 1999 – 2001

- Planned, advertised, and implemented award-winning educational, diversity celebrating, and health, safety, and community building programs for residents.
- Assisted the Residence Hall Manager with R.A. interviews and co-presented workshops at R.A. trainings
- Coordinated tours for Open House and worked at the front desk to greet and assist students.

TEACHING EXPERIENCE

University of the Arts, ESL Institute, Philadelphia, PA 2010 – 2015

Lecturer; ESLI Faculty & Curriculum Development Advisor

- Developed curriculum and programming for visual and performing artists to nurture personal growth, creative development, and cultural adjustment while building English language skills.
- Designed student-centered, project-based units integrating educational technology and mobile devices.
- Taught four English language courses: Writing Studio, Conversation Skills, Reading & Vocabulary, and Film.
- Provided academic advising and tutoring for international undergraduate and graduate students to build academic writing, research, and oral communication skills.

- Rock School for Dance Education, Rock Academics**, Philadelphia, PA 2012 – 2014
Faculty: ESL Program Lead
 · Responsible for all aspects the ESL program for international students ages 16-21 from building curriculum to teaching and assessing students.
 · Provided academic support for international students enrolled in online middle and high school programs.
- Samuel Fleisher Art Memorial**, Philadelphia, Pennsylvania 2012
Instructor, Visual Journal Workshop
 · Led a 10-week workshop for 11-14 year old students
 · Taught creative writing and mixed media techniques as methods to document experiences and capture ideas
- ELS Language Center at St. Joseph's University**, Philadelphia, PA 2009 – 2010
Full-time Language Instructor
 · Taught classes in English grammar, academic writing, listening skills and pronunciation to college-bound students, professionals looking to develop communication skills, and adults on educational holidays.
 · Instructed elective skill enhancement courses.
 · Assisted with monthly testing and placement.
- Westgate University Program - Kyoritsu Women's University**, Tokyo, Japan 2008
Instructor
 · Instructed an 11-week intensive English course focused on developing English conversation skills.
 · Developed lessons for face-to face instruction and online supplementary materials for the blog and podcast.
- Sungkyunkwan University**, Seoul, South Korea 2006 – 2008
Professor
 · Taught 150+ students per semester in five sections of required English writing and presentation courses at the oldest and one of the most prestigious universities in Korea.
 · Participated in team projects to develop curriculum and SKKU Press textbooks.
- YES Youngdo English School**, Seoul, South Korea 2005 – 2006
English Teacher
 · Taught basic and intermediate level English classes utilizing YES Youngdo storybook curriculum.
 · Utilized Houghton Mifflin reading and science textbooks for advanced level middle and elementary school students
 · Taught basic essay writing to advanced level students.
- Buck's Rock Summer Camp**, New Milford, CT Summer 1997 & 1998
Junior Counselor
 · Taught intermediate and beginner levels of Jazz, Ballet, Hip-hop, and Modern dance.
 · Served as a Production Assistant and choreographer for two annual summer performances.
- WRITING/EDITING & TECHNOLOGY EXPERIENCE**
- Modern Language Association**, New York, NY 2003
MLA Website Editor
 · Assisted senior editors with ongoing copy editing projects as well as converting print work into online documents.
 · Updated and maintained the MLA website according to the schedule and needs of the association.
 · Actively acquired knowledge of software and systems applicable to the editing process and website management, including Quark and the MLA's content management system.
- Museum of Modern Art**, New York, NY 2000
Collections and Exhibitions Technology Assistant
 · Assisted collections and curatorial departments to upgrade the collections management system and correct records.
 · Gained knowledge of Microsoft Access and Gallery Systems.

AWARDS & SCHOLARSHIPS

- 2002 President's Service Award, New York University, New York, NY
2000 – 2001 Most Involved in Residence Life, New York University, New York, NY
1997 – 2001 College of Arts & Sciences Scholarship, New York University, New York, NY

PRESENTATIONS

- 2014 Teaching Grammar: Best Practices, University of the Arts, Philadelphia, PA
2013 Strategies for Vocabulary Instruction, University of the Arts, Philadelphia, PA
Illustrated Journals & Blogs in the ESL Classroom, University of the Arts, Philadelphia, PA
2003 ITP Thesis Presentation, New York University, New York, NY

EXHIBITIONS & PERFORMANCES

- 2013 OtherWise: An International Exhibition, Levitt Foyer Gallery, Philadelphia, PA
2010 Adopt-a-Pig Charity Show, Duprée Gallery, Philadelphia, PA
2009 Think Green: An Exhibition about Ecology, The Plastic Club, Philadelphia, PA
2008 First Person Salon, First Person Arts, Gershman Y, Philadelphia, PA
Breaststrokes, The Cheltenham Arts Center, Cheltenham, PA
2007 Eden, Cargo, Seoul, South Korea
2006 Eden, Bricx, Seoul, South Korea
2003 The Community of Artists, Duprée Gallery, Philadelphia, PA
Aquarius: Interactive Art Exhibition, Swim Gallery, New York, NY
GirlSalon, Meow Mix, New York, NY
New York University ITP Thesis Week, New York, NY
New York University ITP Spring Show, New York, NY
Brooklyn Underground Film Festival, Brooklyn, NY
2002 Lift Up Your Shirts with Karen Finley, Bowery Poetry Club, New York, NY