

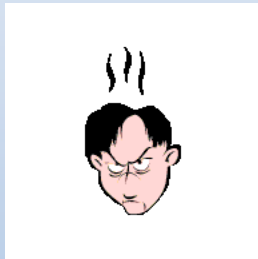
3. Organizational Principle: What was in my mind when I create the course based on Botchan?

- This section is based on ACTFL presentation (Urashima Taro 2007, Botchan 2010) and AATJ (Botchan 2012)

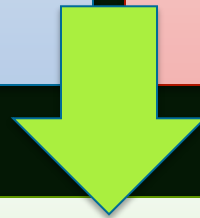
Art of Pedagogy

Many ways to appreciate literature

- 「坊っちゃんのお考え方や行動が単純だ。」
- 「田舎ものをばかにした小説!」



- 「私は坊っちゃんのような人間かもしれない。」
- 「日本語のリズムのおもしろさ!」



A variety of instructional approaches and material development

Course development

Who are my target audience?



Backwards Planning

1. Establish *what they must know*
2. Determine *how well they perform*
3. Find ways to assess their knowledge and skills
4. Design appropriate instructional sequence
5. Develop instructional materials

Organizing Principles

- Goal settings incorporating the notion of Standards, Proficiency, Bloom Taxonomy, & Content-based instruction
- Who are my target audience?
 - After the completion of the 2nd year Japanese-Multi-level class
 - 15 weeks, 3 times (50 min each)
 - Possible participants from other campus
=> online course structure in my mind

Standards (What to know) & Proficiency (How well to know)

Standards

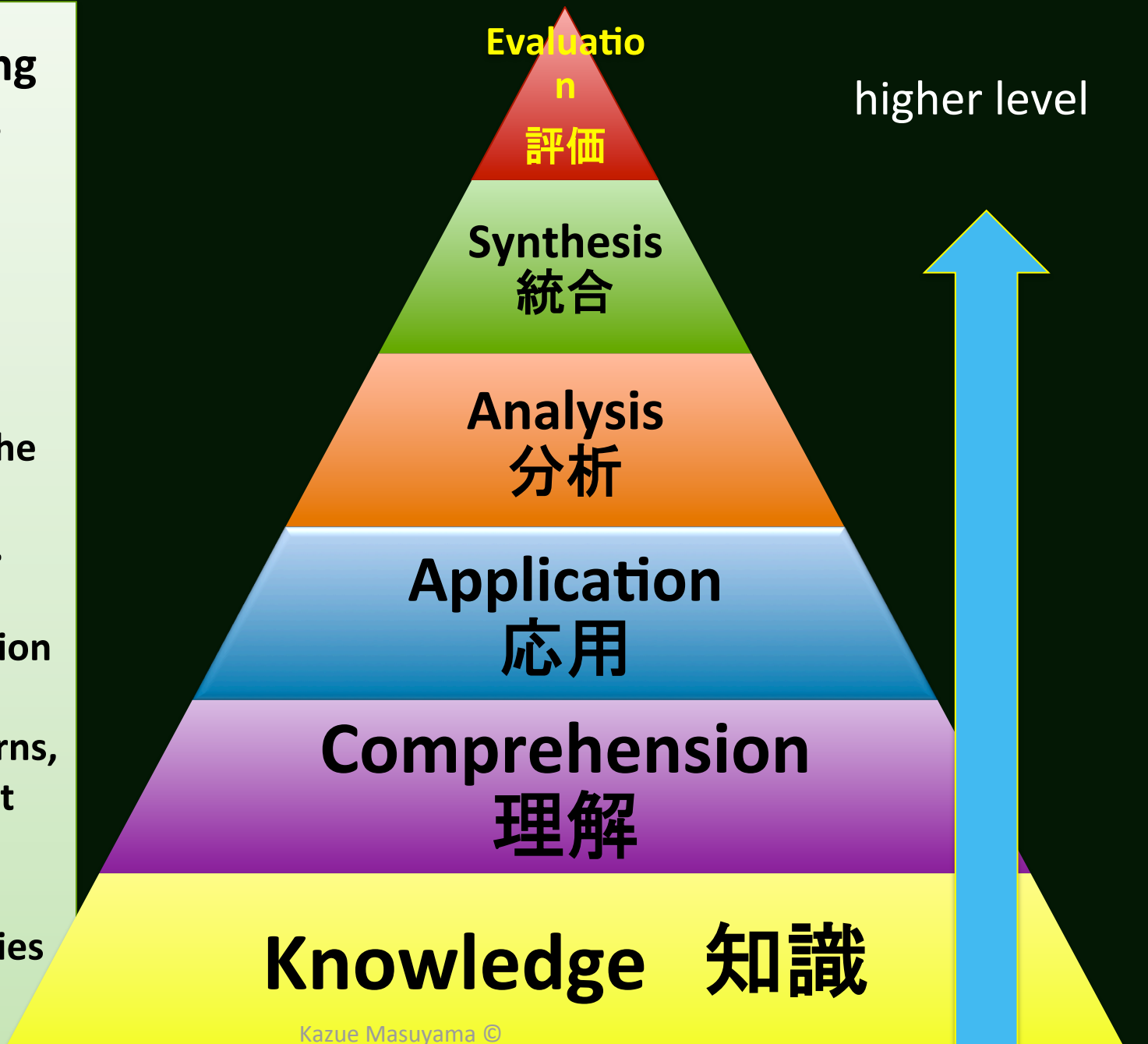
- Content
- What students should know and be able to do

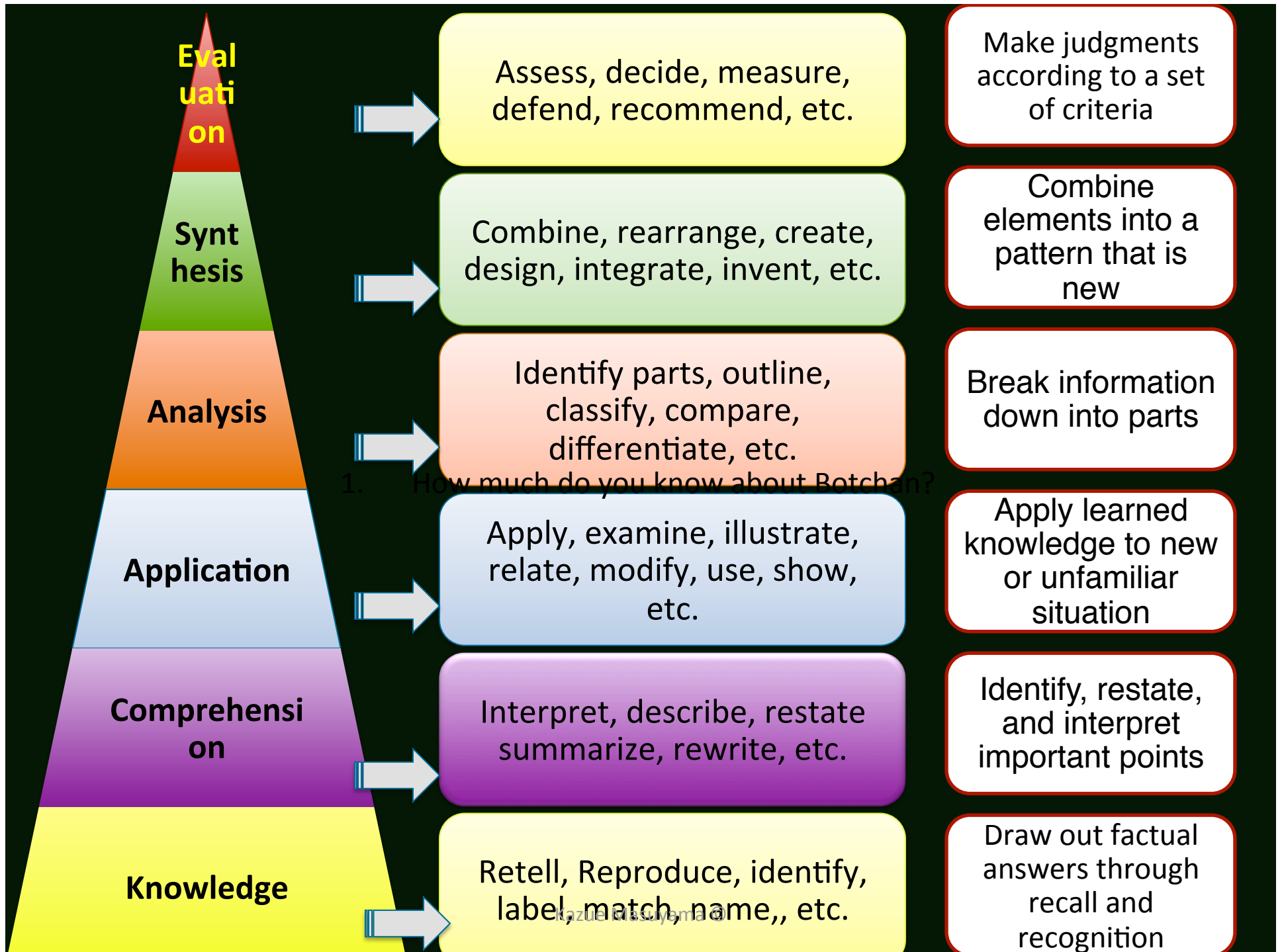
Proficiency

- Performance
- How well students demonstrate competency

Critical Thinking Skills: Bloom's Taxonomy (1956)

The cognitive domain involves knowledge and the development of intellectual skills. This includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills.





Content Based Instruction



坊っ
ちゃん

Kazue Masuyama ©

1. Establish “must know”

- Content Goals
 - Historical, social, cultural knowledge
 - Meanings and their usages of key expressions
 - Storyline (あらすじ)
 - Character’s personality and feelings
- Language Goals
 - Usage of vocabulary and grammar patterns

2. Define learning outcome & determine acceptable evidence

- Knowledge and Comprehension
 - Summarize the story by re-telling
 - Identify and describe important points / themes
 - Ask for clarification questions
- Application and Analysis
 - Exchange thoughts and opinions
 - Interpret important points and themes critically
- Synthesis
 - Demonstrate their knowledge through oral and written presentation
- Evaluation
 - Evaluate others' work constructively

3 Assess student knowledge and skills through a variety of activities

- Development of Grading Rubric for following activities:
 - Activities to describe things, people, and events using important words/phrases/grammar
 - In-class and online discussions by asking and answering questions on Botchan
 - Activities to check their understanding of the materials
 - Oral and written demonstrations that synthesize their knowledge and opinions
- Need for reflective journal writing