

Instructional Design Documentation

Name

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Executive Summary

- The goal of this instruction is to provide a structured set of lessons to support students who are K – 12 students in the process of creating their own customized learning paths, working with a mentor to accomplish their goals, and learn how to independently acquire new skills.
- Course instruction will include the creation of mind maps to help students develop and illustrate their goals, mentors who will work one on one with students to help students refine and develop their goals.
- The design of the instruction will follow two different instructional design principles:
 - Gunawardena's Instructional Design Principles:
 - Case Study/ Problem/ Issue
 - Initial Exploration
 - Resources/ Perspective
 - Reflection/Reorganization
 - Negotiation/ Preservation
 - ADDIE principles:
 - Analysis
 - Design
 - Development
 - Implementation
 - Evaluation
- The delivery of this instruction will be done in-person and at schools in a series of sessions that will occur monthly, with

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students, families (if they are able to attend), teachers and mentors.

- Students will accomplish this through a combination of lessons that exercise students' cognitive (learning to converse in English), affective (connecting with members of the community to accomplish goals) and psychomotor domains (the creation of timelines and mind maps to accomplish goals).
- Course materials and contents will be evaluated by subject matter experts using the SUS scale to measure accessibility of the course materials, subject matter experts to develop the course materials in general, pre and post-session surveys to analyze student performance, and mind maps to help students store, record and maintain information about their goals and progress.

Problem Statement

Scenario

Students who are the children of immigrants, particularly students of color who learned English as a second language, often experience discrimination and ostracization from their communities. Sometimes, this treatment is intentional – for example, students at the school may have never met a student from a background different from them and based on stereotypes they have encountered in public media or opinion or based on stereotypes they have learned from their community, they may perceive this student to be an outsider and may treat the student as such. However, sometimes it is unintentional – a teacher, who may wish for their student to make new friends and begin learning English may ask their other students to only communicate with the new student in English, which can unknowingly make it difficult for the student to adjust or feel comfortable, seen or heard in a new and potentially intimidating environment. We sat down with teachers and students from immigrant families to create a problem statement.

Problem Statement

If students from immigrant families have the resources, strategies and outlets they need to express themselves, tell their stories, and contribute their ideas and opinions in their newfound communities, communities can become more diverse, accepting and can foster a supportive environment for students to pursue extracurriculars, internships, apprenticeships, and academic opportunities that expand their skillsets and promote self-sufficiency, community-building and self-expression. Currently, the problem is that these resources, strategies and outlets do not exist in a lot of Western (specifically North American) towns, cities, and counties, making the process of adjusting to life in a new community very difficult for students and parents alike. Based on interviews with students, they understand what they personally need to succeed in their school environment, but they find it difficult to find supportive figures in their schools who understand their experiences and connect with like-minded students. Additionally, staff members in positions of authority, such as principals, counselors, advisors, etc. do not see this as a pressing issue, and are focusing their attention on issues with budgeting, healthy food options, etc.

Objectives of Instruction

The goals of this instruction are:

- To create a training program for students to engage in conversational English and to better understand and support the needs of students from immigrant families and communities.
- **For Students and Families:** Students and Families will engage in activities that help them express their inner thoughts, fears and what they need. Students will be assigned a mentor in the community who can help students identify resources that they are interested in, such as afterschool programs, local jobs, and post-secondary education opportunities.

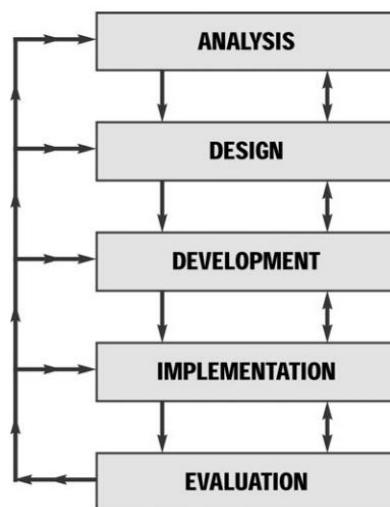
Instructional Design Model to Follow

For the purposes of this instruction, we aim to create a learning community that is rooted in the belief that members of the community have innate knowledge that they can contribute to their community due to their diverse backgrounds. We want to ensure that this training is modular and can evolve with stakeholders' needs as those needs change over time. Gunawardena's emphasis on mentorship provides an environment that empowers learners as the arbiters of their lived experiences. The ADDIE model uses a similar approach; however, this model ensures that development is iterative and systematic (Gurjar and Bai, 2023).

For this reason, I propose using two Instructional Design Models and one instructional framework for the creation of this material.

- **ADDIE:**

The ADDIE Model offers a system to iteratively and systematically develop, evaluate and restructure curriculum. The ADDIE Model can be traced back to the 70's and is widely used today to develop organized curriculum and training materials for a variety of audiences (Molena, 2003).



Source: Grainger, 1988

FIGURE 1. AN ISD MODEL FEATURING THE ADDIE PROCESSES

Fig 1: A diagram illustrating the 5 major components of the ADDIE model (from Grainger, 1988 as cited in Molena, 2003).

- **Gunawardena's Wisdom Communities**

Wisdom Communities are an instructional model first introduced by Lani Gunawardena, meant to foster the transfer of knowledge and wisdom through mentorship and learner support in online learning communities (Gurjar and Bai, 2023). As Gunawardena mentions in their article '*New model, new strategies: Instructional design for building online wisdom communities*', Gunawardena discusses how

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mentorship is an excellent opportunity to facilitate the inclusion of diverse members of the community and spread new information and wisdom through the community (Gunawardena, 2006). So, for groups of diverse learners in immigrant communities, hands-on mentorship can be a great way to support students and families in acclimating to new environments and communities.

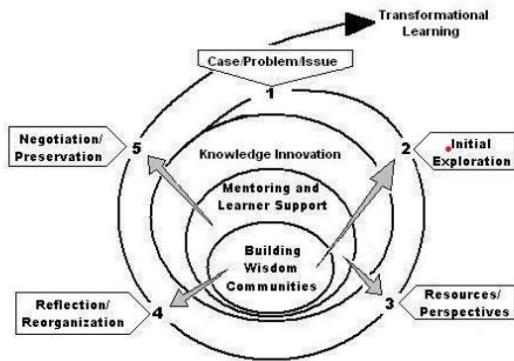


Fig 2: WisCom “Cycle of Inquiry Module Development” (from Gunawardena, 2006)

Components of Instruction

As per the ADDIE Model, there are five steps involved in the process of iteratively developing learning materials:

1. Analysis:

The learners want to learn how to speak in conversational English, which is the dominant language in the community. Students may or may not have a working knowledge of the English language, which may make it difficult for students to interact with other peers. Additionally, stigma and ostracization may make it difficult for students to seek help and support for their English skills.

2. Design:

The lessons will be hosted as monthly lessons wherein students can practice their vocabulary, writing and conversational skills with mentors, teachers, and their peers, and can keep track of their progress using mind maps and journals. These lessons will be designed as slideshows and worksheets, so that students have both an analog and a digital copy of the lesson to utilize.

3. Development

As a motivator, the Gunawardena Wisdom Communities methodology will be used (see below), so that students can accomplish certain goals related to personal hobbies, skills and talents. To accomplish these goals students must utilize the conversational lessons that they have learned throughout the course of each session. As a result, lessons will offer an emphasis on searching for and preparing for a job.

4. Implementation

To engage students, there will be an emphasis on informal instruction, in the form of conversational practice in English rather than formal instruction. Students will also be prompted to ask themselves questions and analyze their performance. To introduce and end each lesson, students will use a journal to record their personal thoughts, feelings and frustrations.

5. Evaluation

To evaluate the lesson, this will be done in the form of pre and post surveys, as well as a quality assurance rubric to ensure that the lessons being taught are accurate, well defined and help students accomplish their overall goals.

As per Gunawardena's model, there are five steps involved in the process of creating a learning community (Gunawardena, 2006). These five steps are intended to serve as phases of exploration, through which a community works together to 'achieve a common learning goal' (Gunawardena, 2006):

1. **Case Study/ Problem/ Issue:** This factor utilizes the *Cycle of Inquiry*, as created by Bransford, Vye, Bateman, Brophy, and Roselli (2004)

- Our goal is to create a training program that offers mentorship and collaboration opportunities for both teachers and students alike. Teachers must have a toolkit that they can refer to when advising or supporting a student, and a student will work with a mentor and use the curriculum to identify
- By the end of this program, teachers will have learned strategies they can use to strengthen their relationships with ESL students, to better understand their cultural identity, and to build a strong connection with the family, even if they do not speak the same language.
- The target population for this activity will be students in grades K – 12 who have recently immigrated from a different country, their families (here, family is either defined as a parent or parents, siblings, or a guardian who will supervise the student.)
- Because we want this program to be accessible to all students, there will be no prerequisites required for the course. Additionally, there will be no required knowledge of keywords or acronyms that the stakeholders of this conversation must use. Instead, students, families and teachers will be asked to create definitions together to develop a dictionary that they can use to understand each other and their goals.

▪ Initial Exploration

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- The knowledge that participants will acquire depends on the goals and ideas that they have for themselves and must be fostered within the context of a shared identity and togetherness. Because of this, we will want to define knowledge goals for teachers as a shared understanding of ESL student needs, cultural identity and individual programming needs.

▪ Resources/ Perspectives

- Demonstration & Practice: Identify strategies of how demonstration and practice will occur, especially if you are teaching a procedure (in contrast to a concept). Establish a relationship between the practice and the objectives of instruction.
- For the purposes of this program, we will want to administer this program in a communal environment, such as a school, a park, etc. We also want to recruit mentors as early as possible, so that students and families can be matched to a mentor with the same background as them.
- We will also want to develop activities that students, teachers and families can engage in so that they are familiar with the materials being used and can ask for help early and often. For example, in a school where local students may have predisposed access to educational technology, but ESL students and families may not, we will want to offer the option of completing the activities in an analog way.

▪ Reflection/ Reorganization

- Students and Families, as well as teachers and mentors, will keep a journal that is private to them. This journal is intended to offer students and families an outlet for reflection and to identify what they may need in the future. They can use this journal whenever they would like. The goal is to use the journal as an opportunity to identify their thoughts and needs before writing a brief reflection at the end of each activity.
- Stakeholders will also engage in larger discussions to better understand and validate their personal needs, desires and hopes for the future.

▪ Negotiation/ Preservation

- To assess the program and students' progress, we will want to create a visual means for students to evaluate the quality of their progress before and after their activities. To accomplish this, we will use concept mapping strategies to help track stakeholder's progress. Progress is defined in this context as a student becoming more engaged in their community through extracurricular activities, hobbies, etc., that will help students develop their identities.

Activities & Sequence of Instruction

The attendees are expected to be the teachers, who must come to represent their classroom and their students, each student who identifies as an ESL student or a student who recently immigrated from a different country, and a family member/ guardian. The lessons are formulated based on the *English Learner Toolkit* provided by the US Department of Education (Escalante, 2015.), and some of the lessons were adapted for K – 12 students from resources provided by the Virginia Adult Learning Resource Center (VALRC)

The sessions will occur in two phases:

1. **Conversational English Lessons for students to engage in conversation with mentors and teachers.** This is intended to be a more structured session, with lesson plans, presentations and worksheet packets that teachers and families will complete simultaneously
 - **Lesson 1: Introductions.** Students learn how to introduce themselves to others and practice some common phrases to introduce themselves to others, such as strangers, peers, friends, teachers, etc. They will also learn how to tell their story in English.
 - **Lesson 2: Small Talk.** Students will play the *Small Talk game*, where they will learn to engage in small talk with other students, mentors and teachers, and maintain a conversation for an extended period (Bolen, 2023).
 - **Lesson 3: My Hobbies:** Students will learn vocabulary about their favorite hobbies and activities, and they will engage with their mentors, peers and teachers to describe hobbies of their own and share the activities they have structured and developed. (Bolen, 2023).
 - **Lesson 4: Role-Play Conversations.** Student-mentor pairs will work with another student-mentor pair to learn how to hold a back-and-forth conversation, where they will discuss how their goals are developing, what they have accomplished, and what they plan to do in the future (Bolen, 2023).
 - **Lesson 5: Advanced Vocabulary.** Student-mentor pairs will work on memorizing and understanding vocabulary that is relevant to the goals students are trying to accomplish.

- **Lesson 6: Reporting.** Students will begin to write their final report about the process of reaching their goals, what they would change, and what they would keep. These reports are meant to be stored in the form of a physical journal or an online resource
- **Lesson 7: Final Presentation.** Students will present the journey that they have taken to reaching their goals in a formal speech that they will share with their classmates.
- **Lesson 8: Final Introductions.** Students will make a final introduction, like the first lesson, but using the conversational skills they have learned over the course of the program, and throughout the academic year.

2. Mentorship sessions for students. This is intended to be a free-form after-school session that offers opportunities for connection between teachers, students and mentors. It is intended to be hosted in regular sessions that occur once a month, with four standard lessons (i.e. lessons that will be taught at the very beginning and end of the session). This lesson will be hosted by the principal/ headmaster of the school, and two instructors at the location, who will administer the curriculum. It will be hosted once a month. While session 1 will offer more structure so that students have an easier time setting up their goals, expectations and strategies for the future,

- **Session 1:**
 - **Activity 1: Self-Mapping Activity.** With a family member, students will begin by creating a map of their hobbies, extracurriculars, and interests. Mentors will do the same, but they will also write which jobs or internships they have held in the past. The goal of this activity is for participants to better understand students in a visual way, that can lead to students
 - **Activity 2: Mentor-Student Pairing.** Students are then paired with a mentor based on the mentor's interests, hobbies and similarities in culture/ethnicity. This way, students have a mentor who understands them in the context of their cultural identity. Mentors will hang up the mind maps they made, and students and families can walk around to talk to each mentor until they find a good fit, and a mentor who understands their needs, wants, and cultural identity. After this, students and mentors will fill out a form that lists them as a pair for the rest of the academic semester or quarter.

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- **Activity 3: Mentor – Student Goal setting.** Mentors and students will sit together to set up goals and strategies for one another, so that they can begin looking into opportunities for students to participate in and sign up for. Mentors and Students can also plan for times to meet with one another and visit different locations together.
- **Activity 4: Presenting Goals and Expectations to the classroom.** Students will share their goals and expectations with the rest of the group, including instructors, their teachers and their families. This can help students and mentors alike identify other outlets or resources that they would like to participate in.

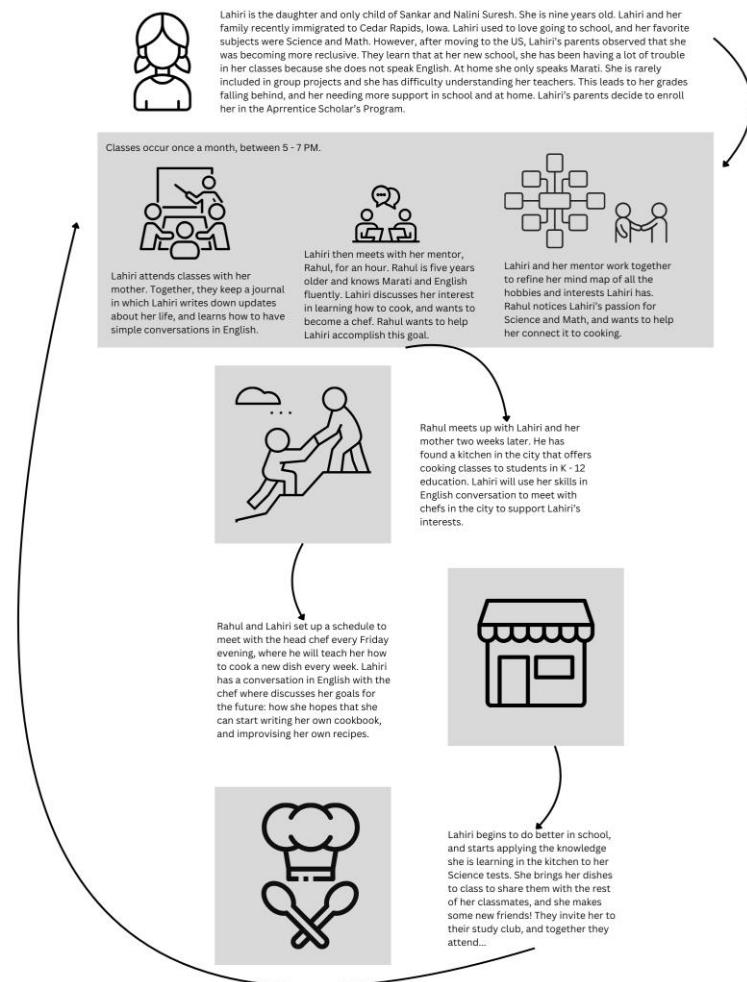


Fig 3. An example of this system benefiting a student in the program.

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Motivational Strategies

ARCS Component	Description	Motivational Strategy	Explanation	Examples in Instructional Design
Attention	Capturing the interest in learners, stimulating the curiosity to learn (Keller, 1987).	Students must connect with the activities in a personal manner that promotes self-reflection and expression.	By promoting self-reflection and expression, students may develop more of a personal interest in the curriculum.	To engage in self-reflection through the English lessons, students will engage in conversation by creating Introductions and using journals to record their personal thoughts, feelings and opinions in a new language.
Relevance	Meeting the personal needs/goals of the learner to affect a positive attitude (Keller, 1987).	Tie the instruction to the learner's experience, and align the materials directly with the student goals	By setting certain goals at the very beginning of the program, students can feel seen, heard and valued in their experiences, and their opinions.	Students will also develop conversational skills that are tied to the specific goals that they have in mind, through the help of their mentor and teachers.
Confidence	Helping learners believe/ feel that they will succeed and control their success (Keller, 1987)	Students have autonomy over the final creations and the project they choose to share, and they get to decide what skills they want to hone as a part of their craft.	By giving students autonomy over the goals that they set and the freedom to define how they will meet their goals, students will believe that they can succeed.	Students will be able to hone their skills of choice to improve their chances in any given career field in the future. Students will, through this process, believe that they are fundamental to their own path to success
Satisfaction	Reinforcing accomplishments with rewards (internal and external) (Keller, 1987).	Students receive badges for reaching certain goals, or certifications/ for completing certain courses, and even get to showcase their work, if possible, at the end of each school year.	By providing students with the opportunities to share their work with other members of their community, they can build connections with other community members and find pride and joy in their work.	Students receive badges for reaching certain goals, or certifications/ for completing certain courses or accomplishing specific goals. Students can present their final work and the accomplishment of their goals, and the steps it took for them to reach these goals.

(based on Keller, J. (1987). Strategies for Stimulating the Motivation to Learn. *Performance & Instruction*, 26 (8), 1-7).

Evaluation Plan for the Instruction

We want the evaluation for this project to be as accurate as possible, and to focus on a few key factors of the student experience, such as student satisfaction, overall attunement with the community, etc. We will want to ensure that students are involved in the creation and evaluation of this content.

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Subject Matter Expert: We will want to bring in subject matter experts for the purposes of the project to evaluate the accuracy of the content and the appropriateness of the content as well. There are three primary subject matter experts to consult with:

- **English Language Experts (ESL students):** English Language Experts are crucial for students to be able to succeed in this program and apply the knowledge they have learned outside of this program. These subject matter experts will use the ELPA 21 Standards to evaluate the quality of this material (ELPA21).
- **Outside Students:** The students that we are developing this program for, deserve the most attention in terms of their experiences in past and current activities. The students will participate in focus groups at the end of the program to ensure the following:
 - Students are motivated to meet their goals every month with the support of their mentor.
 - Students are trying new activities outside of their comfort zone.
 - Students' communication in English improves by the time the student reaches the reflection portion of the materials.
- **Outside Teachers:** Teachers play an instrumental role in ensuring that their students can learn in a safe and healthy environment. The teachers will participate in focus groups at the end of the program to ensure the following:
 - Are the objectives formulated adequately for the activities and sequence of instruction?
 - Are the objectives formulated adequately for the target audience?
 - Are the objectives formulated adequately for the context of instruction?
 - Are the materials appropriate for the task and learners?

Concept Mapping and Visual Diagrams:

- Students are expected to create concept maps at the beginning of the program that help illustrate to the viewer what their interests, hobbies and goals are. They develop these concept maps in collaboration with their mentors, then students add them to their concept maps to mark their accomplishments as they progress through the program.
- This is intended to help evaluate the *instructional quality or value*, and the type of change that we are hoping to produce in learner's is an increased motivation to engage with their community, to develop their own creations and crafts, and to build their own network that they can talk to.

Evaluation Instruments

To collect this information and conduct this evaluation, we plan to collect the following form of evaluation instruments:

- **Focus Groups:** Focus groups will occur at the beginning and end of each program, for students, mentors and teachers (in separate groups) to discuss the quality of the instruction they received, and to evaluate how the instructional design influenced their learning experience. The focus group will fulfill the Evaluation section of the ADDIE model, and the Reflection/Reorganization of the Gunawardena Wisdom Community Model.
- **Concept Mapping and Visual Diagrams:**
 - Students are expected to create concept maps at the beginning of the program that help illustrate to the viewer what their interests, hobbies and goals are. They develop these concept maps in collaboration with their mentors, then students add them to their concept maps to mark their accomplishments as they progress through the program.
 - **English Language Proficiency Assessment for the 21st Century Standards (ELPA21 Standards):** these standards are crucial to evaluate the quality of the curriculum for the students to ensure that the curriculum is relevant to student goals and materials. The Standards will be used to determine that students are reaching the goals they need to for their age group and level of expertise. It is important to note that these standards were adopted by the

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Iowa State Board of Education for grades K-12. (Central Rivers AEA)

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Alignment Table/Chart

Create an instructional alignment table or chart that shows the alignment between goals, learning objectives, instructional strategies, and assessment.

Course Goal	Student Learning Objectives	Instructional Strategy	Assessment
Students will create goals that are reachable and give them a sense of fulfillment and joy.	Students will develop a set of goals that they plan to achieve by a certain date, or on a regular basis.	Students will use a journal to write down their goals, and to promote self-exploration of their thoughts and feelings.	This will be assessed using a pre-survey.
	Students will collaborate with their mentor to develop timelines while reaching their goals.	Students and mentors will record this information by creating a timeline in their journal and creating a set of steps to help students accomplish their goals.	This will be assessed using a pre-survey
Students can access the information and knowledge that each student creates and promotes.	Students will record how they achieved their goals, what struggles they experienced, etc.	Students and mentors will create a mind map to keep track of goal acquisition.	This mind map will be evaluated based on how well it led a student to accomplish their goals.
	Students will make this information accessible to other students so that they can also pursue goals in a similar way, and so that students have autonomy over the goals they wish to share with other students	Students will rework their mind map based on what they have learned, and this information will always be available for students to look at.	This will additionally be assessed using the focus groups for students and teachers.
Students will enable the information they learning as they reach their goals, so that they mentor other members too.	Students, if they choose to become mentors in the future, can ensure that students have resources and mind maps of their work that they can share with other	Students will maintain journals that document the journey they undertook to accomplish specific goals.	These journals will be evaluated using the focus groups for students and teachers.

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	students.		
Students will develop conversational skills in English that will ensure they are able to accomplish their interpersonal goals as well	Students will learn how to maintain short conversations based on a variety of topics.	Students will engage in a set of role play and conversational activities once a month so that students can practice engaging in conversations that will support the goals they are trying to accomplish.	These skills will be evaluated by English Language Experts specializing in ESL Education using the ELPA21 Assessment.
	Students will develop their skills in written English and will be able to write their thoughts down in a comprehensive manner.	Students maintain journals where they record their personal thoughts, their ideas, their opinions	These skills will be evaluated by English Language Experts specializing in ESL Education using the ELPA21 Assessment.

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