Course Blueprint

Design Plan	
Created by:	Maya Tayake
Training Title:	Note-taking for Consecutive Interpretation

Training Overview	*Write a brief, yet concise, description of the training you will design to address the needs of your learners. What will the target audience learn during this training course?* *In this course, the target audience will learn…….*
In this course, the learners will develop note-taking skills for consecutive interpretation. The course will focus on one of the receptive skills, active listening, to improve listening comprehension, analytical thinking, and information organization.	
Industry Standards or State Standards	*If you are creating training for colleagues that will be fulfilling industry standards then go to the industry standards website and copy and paste here:*

ISO/DIS 23155(en)
Interpreting services — Conference interpreting — Requirements and recommendations
      3.2.17
      consecutive interpreting
      mode (3.2.16) of interpreting (3.2.6) performed after the speaker (3.2.1) or signer (3.2.2) pauses
      Note 1 to entry: Interpreters (3.2.3) can use note-taking (3.2.21) to help in rendering lengthy passages.
      [SOURCE: ISO 20539:2019, 3.4.13]
 	
      Reference:
      KEBS. (n.d.). ISO/DIS 23155(en) interpreting services — conference interpreting — requirements and recommendations. *KEBS Online Browsing Platform (OBP).*
      https://kebs.isolutions.iso.org/obp/ui#iso:std:iso:23155:dis:ed-1:v1:en
 	
ISO 18841:2018(en)
Interpreting services — General requirements and recommendations
      3.1.15
      note-taking
      technique in consecutive interpreting (3.1.12) used by interpreters (3.1.3) for remembering, conceptualizing and summarizing information
      Note 1 to entry: Note-taking is highly individual and can involve a mixture of symbols, abbreviations, words and diagrams.
 	
      Reference:	

KEBS. (n.d.). ISO 18841:2018(en)
interpreting services — general requirements and recommendations. *KEBS Online Browsing Platform (OBP)*. https://kebs.isolutions.iso.org/obp/ui#iso:std:iso:18841:ed-1:v1:en:sec:3.1.15

Target Audience	*Write a thorough description of your target audience. Use the Learner Analysis in the announcement section of this course to help you describe the learners. (age, degree level, cultural factors, socio-economic factors, gender, ethnicity, knowledge, skills, attitudes, learning styles, motivation to learn, and cognitive and physical characteristics).*
The target audience consists of corporate translators and beginning interpreters with native-level fluency in English and Japanese. Learners must possess skills to use a computer and related software and devices for the class. Learners work very closely with other students during hands-on exercises. Learners are motivated to master the skills of note-taking.	
Context Analysis	*Write a <u>concise</u> description of where the training will take place. Discuss how you will promote transfer of learning. Think about if the learning context is compatible with the learners needs and characteristics.*
The training is held online. The learners will access the course using their work laptops.	
Needs Analysis	*Write a <u>concise</u> description of the needs of your learners and the way in which you identified those needs (surveys, interviews, focus groups, institution's data).*
As one of the employee development initiatives, annually, employees fill out career path discussion forms. Employees who want to take the course must express their interest in the form and performance review. The request for training must be approved by his or her manager.	
Instructional Design Model	*List the Instructional Design Model you used to guide your design plan. Provide a rationale why you chose this instructional design model to guide your design. (ADDIE Model, Gagne's 9 Events, ASSURE Model, Backward Design Model, The 5E's Model).*
The ASSURE instructional design model will guide designing the plan. The class uses a learner-centered approach with the foundation in a constructivist approach to teaching. The ASSURE model will help deliver the learning experience with the use of technology and multimedia.	
Prior Knowledge	*What prior knowledge will the target audience have to possess to be able to accomplish the training outcomes?*
The learners must possess native-level linguistic aptitude in English/Japanese and use a computer and necessary software.	

Learning Outcomes	*Overall goal of each training module.* *At the end of this module the learner will be able to……..*

At the end of Module 1, learners will demonstrate the ability to categorize the information in an organized matter.
At the end of Module 2, learners will explore different methods to note-take the speech.
At the end of Module 3, learners will demonstrate the ability to invent their note-taking system that works the best with their consecutive interpretation.

Learning Objectives	*Clear, Specific, Measurable and Observable objectives. The objectives for these training modules should identify the **Condition**, **Behavior**, and **Degree of measurement**. Should align with the learning outcomes from each training module. At least 3 are required. Learning objectives allow the outcomes to be broken down into smaller, more manageable outcomes.*

Module 1: Note-taking basics
- To organize information by grouping
- To reverse engineer the original message from the notes into a target language
- To self-reflect the experience and assess the strengths and weaknesses

Module 2: Note-taking strategies
- To compare and contrast different note-taking methods
- To apply learned techniques into action
- To critique what works and what doesn't

Module 3: Note-taking design
- To mix different note-taking techniques
- To devise the note-taking method that works
- To explain the mechanics of the developed note-taking technique

Multimedia	*Describe how multimedia will be incorporated into the training to ensure (a) relevancy, (b) real-world connections, (c) interactivity, (d) collaboration, (e) motivation, and (f) engagement.*

a) Audio files used for practicing will be relevant to what learners will experience during the consecutive interpretation
b) A video file will showcase how consecutive interpreters take their notes in real life. Learners will attend and experience live meetings to practice taking notes.
c) Real-world-based interactive activities will help understand the logic of note-taking
d) The Group discussion board will support collaboration
e) Devising activities and showcasing the new technique will help motivate learners to be creative
f) The learners will actively participate in group learning engagements using collaborative tools

Instructional Strategies	*What learning activities will help learners transfer, develop, and reinforce skills or knowledge required by the learning objectives such as discussion, group work, research, etc.) Explain what the target audience will do in this course that puts them in an active learning situation. Remember these should align with your objectives.*

Module 1:
- Quiz: organize information by grouping
- Collaboration group project: Record a video of note-taking and performing consecutive interpretation. Share the footage on a discussion board. Give feedback to classmates.
- Assignment: Attend a live meeting and take notes. Self-reflect the experience and explain what went well and what was challenging.

Module 2:
- Quiz: recognize different types of note-taking
- Collaboration group project: Try out different types of note-taking and select the method of choice. Record a video of note-taking and performing consecutive interpretation. Share the footage on a discussion board. Give feedback to classmates.
- Assignment: Attend a live meeting and take notes. Self-critique what worked, what didn't, and why.

Module 3:
- Exercise: mix different note-taking techniques via interactive tools
- Collaboration group project: Devise the note-taking method by integrating other techniques. Record a video of note-taking using the devised method and performing consecutive interpretation. Share the footage on a discussion board. Give feedback to classmates.
- Assignment: Create a mind-map of the devising process and explain the mechanics of the developed method.

Formative Assessment Strategies	*The criteria should directly align with the instructional objectives and industry standards. How will you monitor learner progress? Also describe your plan for providing feedback to your target audience during the training? Think about "knowledge checks" to avoid cognitive overload and reinforce the concepts.*

Learners will be assessed formatively by pre/post assessments, quiz, group project, and assignments. (Pre/post assessments will help monitor learners' progress, quiz measures knowledge retention, and a trainer will give feedback after each group project and assignment.) Formative assessment will help understand if learners are experiencing cognitive overload. Industry standards only state that consecutive interpreters use note-taking as means to render long messages. Note-taking is highly contextualized and unique to individuals, and that is the norm.

Summative Assessment Strategies	*Describe the assessment process that you will use to measure whether the learner achieved the instructional objectives. How will you assess the learner's performance/mastery of skill? What are the criteria for achievement, and performance level? How will you assess what the learners have learned? The criteria should directly align to the instructional objectives and industry standards (if there are any). Also describe your plan for providing feedback to your learners.*

Module 1 is designed to lay a foundation for note-taking. Module 2 helps broaden the horizon by introducing different techniques and giving ideas for what works and what doesn't for learners.

Module 3 explores devising the own approach for mastery of the skill. Each module acts as a scaffold to the next level. However, the class uses a non-linear navigation mode to give learners control of their learning experience in pace and engagement. After completing the Module 3 assignment, learners have mastered the skills needed to perform note-taking during consecutive interpretation. The trainer will give feedback to learners via email.

Adaptions Modifications	*How will you provide modified instruction for learners? How will you adapt the learning for learners with special needs? How will you present information clearly and, in a manner, understood by those with disabilities or assistive devices to enhance their learning capabilities?*

The online course will follow the UDL Guidelines. Although the training intends to teach skills to transfer auditory information into visual information and vice versa, alternative methods are provided for learning enhancements such as transcripts and descriptions.

Evaluation	*Describe how you will gather feedback on the training. You may collect feedback face-to-face or via online survey, email, or other media. Then describe how you will adjust the instructional strategies included in this training according to learner interaction and response to you, the content, and instructional delivery.*

Learner feedback will be collected anonymously via an online survey to improve the instruction. Evaluative research will help collect quantitative and qualitative data necessary for pinpointing what needs to be corrected to ensure the quality of the training.