Chickering & Gamson's Principles Checklist

If learner's grades are low collect the following data

Created by Maya Tayake

Data collection

Student A

	Yes	No	If no, do this:
Is there **communication** conducted between the learner and the instructor?	✓		Perform a qualitative study
Are **communications** adequate and meaningful?		✓	Perform a spot check every week
Based on the model of engagements, are learners **interacting**?		✓	Perform an immediate intervention
Does the course promote **active learning**?		✓	Check the objectives and activities
Is the **feedback** meaningfully detailed and prompt?	✓		Check the feedback
Have you run reports on LMS to check student activities and **time** spent on assignments?	✓		Check the data analytics on LMS
Have you emphasized learners' **time on track**?	✓		Communicate learners to stay on track
Are **expectations communicated** to students throughout the course?	✓		Articulate expectations clearly
Does the course accommodate **diverse learning?**		✓	Get to know learners and check for interactions

(ACE Production, 2020)
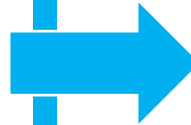
Next Steps:

Communication: Check for the quality instead of quantity

Reciprocity: Encourage learners to interact more

Active learning: Check the learning objectives and activities to see if anything needs to be revised

Diverse learning: Get to know learners better to identify weaknesses and strengths

Revised objectives, justifications, and class activities

Maya Tayake

Original objectives	Revised objectives	Justifications	Class activities
Week 1: Literal Translation • To locate which translation has the literal translation • To describe what literal translation is • To explain why literal translation confuses the reader	**Week 1: Literal Translation** • Highlight which Japanese translation has the literal translation • Comment and annotate reasoning for highlighting the literal translation • Explain why literal translation confuses the reader	**Week 1: Literal Translation** • To incorporate 21st-century web 2.0 skills for recall • To increase understanding by commenting on the file • No change	**Week 1: Literal Translation** • Quiz (select which translation has literal translation) • Collaborate as a team to comment/annotate a 20-page document • Use a discussion board to explain why literal translation confuses the reader (search the web to find some examples)
Week 2: Idiomatic Translation • To describe what idiomatic translation is • To distinguish the difference between literal translation and idiomatic translation • To rewrite literal translation into the idiomatic translation	**Week 2: Idiomatic Translation** • Compare the source file in English and translation file in Japanese, and highlight the literal translation and idiomatic translation in different colors • Deconstruct the original sentence to prepare for editing the literal translation into the idiomatic translation • Rewrite literal translation into the idiomatic translation with reasoning for the change	**Week 2: Idiomatic Translation** • To compare two languages, one must first construct the meaning in two languages. Highlighting will demonstrate the ability to find differences between the literal and idiomatic translations. • To capture the nuance of the source language, reverse-engineering must take place first • To rewrite translation, one must also have sound reasoning for the change to convince other editors	**Week 2: Idiomatic Translation** • Quiz (select which translation has literal/idiomatic translation) • Use a spreadsheet to show the deconstructing process of the original sentence and post them on the discussion board • Collaborate as a team to review a 20-page document and submit the edited file with reasoning for the change
Week 3: Localization • To explain situations when localization is needed • To assess if translation requires localization • To revise literal/idiomatic translation into localization	**Week 3: Localization** • Investigate whether localization is necessary • Judge if translation requires localization • Produce a new coherent translation with a cultural perspective in mind	**Week 3: Localization** • To understand the need for localization, one must first research and understand the cultural differences • To make decisions on whether to revise, one must weigh in on the positive and negative outcomes, which is a higher-order thinking • To properly localize, one must know how to transform translation from a cultural perspective	**Week 3: Localization** • Quiz (select which translation require localization) • On the discussion board, post positive and negative implications for localizing (search the web to find some examples) • Collaborate as a team to produce a publish-ready 20-page document with appropriate localization