

Course Map for Preparatory Course for Simultaneous Interpretation								
Module	Goals	Objectives	Tasks (subpoints for the objectives; what will be done to carry out the objective - use if the objective needs further clarification.)	Matching Content, Activity, or Assessment	Justification	Safe to use (copyright considerations)?	Rationale (theory - Brain-based Learning)	Rational (methodology - ADDIE & Merrill's First Principle)
1	1 - Build the foundational knowledge necessary to perform simultaneous interpretation	1.1 - At the end of Module 1, learners will be able to describe the method to retrieve the presentation file uploaded to the scheduling database.	<p>1.1.1 - Orchestrated immersion: the learners will job-shadow a simultaneous interpreter and retrieve the presentation file from the scheduling database.</p> <p>1.1.2 - Orchestrated immersion: the learners will identify who the meeting host is and request the presentation if the file is not in the scheduling database.</p>	<p>Content:</p> <ul style="list-style-type: none"> <li>- Live session/video</li> <li>- Worksheet</li> </ul> <p>Activity:</p> <ul style="list-style-type: none"> <li>- Group collaboration: role-play the assigned roles (scheduler, meeting host, and simultaneous interpreter). Give feedback to classmates.</li> </ul> <p>Formative Assessment:</p> <ul style="list-style-type: none"> <li>- Quiz: recognize the roles and responsibilities</li> </ul> <p>Summative Assessment:</p> <ul style="list-style-type: none"> <li>- Assignment: record the video retrieving the presentation file from the scheduling database and add step-by-step narration.</li> </ul>	In-House	Safe	The learners will divide into groups and engage with their peers by participating in a role-playing game while attending the job-shadowing session. It is part of the orchestrated immersion from brain-based learning. The students will play each role at least once to understand the responsibilities of these roles (scheduler, meeting host, and simultaneous interpreter). Thus, synchronous class participation is required for this lesson. While the quiz assesses the understanding of the roles and responsibilities, the assignment helps the learners engage with the content by creating a video reflecting what they have learned. Prompt feedback from the instructor will help the students stay focused and engaged with the content.	<p>Merrill's approach to engaging student learning is to incorporate real-world problem-solving into the lessons to increase activation, demonstration, application, and integration of the learning phases (Merrill, 2002).</p> <p>Reference: Merrill, M.D. (2002). First principles of instruction. Education Technology Research and Development, 50(3), 43-59. <a href="https://mdavidmerrill.files.wordpress.com/2019/04/firstprinciplesbymerrill.pdf">https://mdavidmerrill.files.wordpress.com/2019/04/firstprinciplesbymerrill.pdf</a></p>
		1.2 - At the end of Module 1, learners will be able to create a terminology sheet pairing English and Japanese after translating the original document into the target language.	<p>1.2.1 - Relaxed alertness: the learners will create the foundational knowledge as a safety net for the unknown by translating the presentation.</p> <p>1.2.2 - Active processing: the learners will create the foundational knowledge by creating a terminology sheet pairing English and Japanese based on the translation.</p> <p>1.2.3 - Active processing: the learners will test their simultaneous interpretation speed using the terminology sheet.</p>	<p>Content:</p> <ul style="list-style-type: none"> <li>- Video</li> <li>- Presentation</li> <li>- Lists</li> </ul> <p>Activity:</p> <ul style="list-style-type: none"> <li>- Group collaboration: divide the presentation into sections, translate the document, create a terminology sheet pairing English and Japanese as a group.</li> </ul> <p>Formative Assessment:</p> <ul style="list-style-type: none"> <li>- Quiz: match English to Japanese</li> </ul> <p>Summative Assessment:</p> <ul style="list-style-type: none"> <li>- Assignment: record the video testing the speed of how quickly terminology can be recalled.</li> </ul>	In-House	Safe	The learners will join a group collaboration session with their peers to assign a workload to translate the document. Next, each student will translate a portion of the presentation file and create a terminology sheet. Once their section is complete, the students join the group collaboration call and combine the translated presentation file and terminology sheet. The purpose of creating the terminology sheet is to test the speed of recalling the memory, which promotes relaxed alertness and active processing of brain-based learning. To add excitement to the memory jogger game, the learners can submit the total count of the terms they got right the first time in one minute to promote competition and fun. Prompt feedback from the instructor will help the students engaged with the instructor.	
		1.3 - At the end of Module 1, learners will be able to self-reflect on the experience and explain what went well and what didn't.		<p>Content:</p> <ul style="list-style-type: none"> <li>- Journal</li> </ul> <p>Activities:</p> <ul style="list-style-type: none"> <li>- Group discussion: reflect on tasks from 1.1.1 through 1.2.3 explain in the discussion board what went well and what didn't. Give feedback to classmates.</li> </ul> <p>Formative Assessment:</p> <ul style="list-style-type: none"> <li>- Quiz - knowledge checks</li> </ul> <p>Summative Assessment:</p> <ul style="list-style-type: none"> <li>- Assignment: retrieve a presentation file from the scheduling database, translate the document, create a terminology sheet, and make a video of testing the recalling speed.</li> </ul>	In-House	Safe	This lesson is a recap session where the learners will perform what they have learned in 1.2, but this time, perform by themselves. The focus of the engagement is with the content, and the intent is to promote autonomy. However, the learners will still engage in the group discussion to share their reflections from 1.1.1 through 1.2.3.	
2	2 - Exercise the best practices of AV equipment	2.1 - At the end of Module 2, learners will exhibit the ability to operate the transmitter, receiver, video conference devices, and microphone.	<p>2.1.1 - Orchestrated immersion: the learners will record on a video the steps to set up the transmitter, receiver, video conference devices, and microphone.</p> <p>2.1.2 - Relaxed alertness: the learners will play a game to troubleshoot AV equipment.</p>	<p>Content:</p> <ul style="list-style-type: none"> <li>- Video</li> <li>- Diagrams</li> <li>- Guidebook</li> </ul> <p>Activity:</p> <ul style="list-style-type: none"> <li>- Group discussion: create a video showing steps of setting up the AV equipment. Share the video and give feedback to classmates.</li> </ul>			In the real world, the AV equipment fails quite frequently and can significantly impact the outcome of the simultaneous interpretation. To mentally prepare for the unexpected, the learners need to know how to troubleshoot the issues at hand quickly. Often, simultaneous interpreters work alone if the meeting is short, i.e., 1 hour, and a simultaneous interpreter must develop a countermeasure solution. While scenarios challenge the learners by giving them problems to solve with relaxed shotgun activities.	

			2.1.3 - Active processing: the learners will create a troubleshooting guidebook.	Formative Assessment: - Scenarios: troubleshoot the AV equipment  Summative Assessment: - Assignment: create a troubleshooting guidebook	In-House	Safe	probiems to solve with relaxed alertness, activity and assessment will provide them with orchestrated immersion and active processing to teach each other how to fix potential real-world issues. In addition, the instructor will give prompt feedback to gauge if the students need any additional support.
3	3 - Develop an effective at-home training routine	3.1 - At the end of Module 3, learners will develop an effective mental and physical preparation routine by experimenting with the different methods.	3.1.1 - Orchestrated immersion: the learners will determine which method best prepares them by comparing and contrasting different practices.	Content: - Video  Activity: - Group discussion: create a mental and physical preparation routine check sheet. Share it on a discussion board, and give feedback to classmates.  Formative Assessment: - Mix and match exercise: mix different preparation methods using an interactive tool  Summative Assessment: - Assignment: perform the selected mental and physical preparation routine before practicing simultaneous interpretation for a week and self-reflect the experience in a journal.	In-House	Safe	This lesson emphasizes the importance of mind and body, which is part of the brain-based learning principles. In this lesson, students explore mental and physical preparation routines that they want to incorporate into their daily routine. The group discussion activity promotes the exchange of ideas with peers, while orchestrated immersion help give a sense that we are in this together. The assignment helps the learners engaged with the content, and the feedback from the instructor reassures that any form of preparation routine is essentially okay since the choices are highly subjective.
		3.2 - At the end of Module 3, learners will demonstrate the ability to self-assess the strengths and weaknesses of their simultaneous interpretation skills.	3.2.1 - Relaxed alertness: the learners will self-critique their simultaneous interpretation skills by recording the interpretation practice sessions and filling out the assessment sheet.  3.2.2 - Active processing: the learners will create an at-home self-training routine by video recording the mental and physical preparation footage, self-critiquing the simultaneous interpretation performance, and developing an improvement plan for a week.	Content: - Worksheet - Video  Activity: - Group discussion: video record the mental and physical preparation footage. Share the video on a discussion board, explain what went well and what didn't. Give feedback to classmates.  Formative Assessment: - Quiz: knowledge checks  Summative Assessment: - Assignment: self-critique the simultaneous interpretation performance and develop an improvement plan for a week.	In-House	Safe	This lesson teaches the learners how to self-assess their skill level and what they need to focus on by identifying their strengths and weaknesses. The learners must continue to practice preparation routines, so it becomes natural to them. The learners showcase their established prep routine during the group discussion and learn by engaging with their peers while in relaxed alertness. The assignment will help the learners self-dive into the task at hand, building a self-development plan for the upcoming week. The self-evaluation activity will put the learners' mindset in an evaluator's role, seeing their performance in a different light. It is a perpetual self-improvement routine that will help guide the learners to the next level. The prompt feedback from the instructor will encourage the learners to keep continuing the lifelong learning.
4	4 - Survive the first day as a simultaneous interpreter	4.1 - At the end of Module 4, the learners will demonstrate the ability to locate and retrieve the presentation file, create self-study materials, operate AV equipment during the meetings, and self-assess the overall performance for the simulated first day.		Content: - Gamification  Activity/formative assessment/summative assessment: - Game	In-House	Safe	This module uses gamification to challenge the learners to see if they can make their first day as a simultaneous interpreter. The learner must perform the tasks as they have learned in training. The simulated first day will have realistic challenges, unexpected miss-haps, and some activities that may require their peers' help depending on the scenario the learners choose. The learners get to experience their first day in a safe environment filled with learning engagements.