

Design Blueprint

Designing an Online Heritage Language and Cultural Awareness Program
for U.S.-Born Children from Amharic-Speaking Families

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1. Course Title and Description

This design blueprint presents the instructional framework for “***Designing an Online Heritage Language and Cultural Awareness Program for U.S.-Born Children from Amharic-Speaking Families***”, designed for English-dominant children (ages 7–14). The course combines multimedia instruction, guided family participation, self-paced practice, and authentic cultural experiences. Although developed as a prototype, the design can later be replicated for additional heritage languages such as Tigrinya.

Delivery: Online, self-paced with family support

Length: Four instructional modules

Target audience: Children ages 7–14 and their families.

2. Instructional Goal

By the end of this course, learners will communicate confidently in simple everyday Amharic, recognize and write foundational Fidel characters(alphabets), participate in basic family conversations, and demonstrate appreciation for Ethiopian culture through authentic language use.

3. Course Learning Outcomes

Learning Outcome #	Description	Bloom's Level
LO1	To demonstrate learning, the learner will identify greetings, family vocabulary, colors, numbers and everyday expressions.	Remember/Understand
LO2	To demonstrate learning, the learner will use simple Amharic phrases during everyday	Apply

	conversations.	
LO3	To demonstrate learning, the learner will read selected Fidel characters, words and sentences.	Apply
LO4	To demonstrate learning, the learner will write selected Fidel characters and vocabulary accurately.	Apply
LO5	To demonstrate learning, the learner will describe Ethiopian cultural traditions using appropriate Amharic expressions.	Analyze

4. Assessment Plan

Assessment follows a continuous improvement model. Learners receive immediate formative feedback throughout the course before completing one authentic summative performance task.

Learning Outcome	Formative Assessment	Feedback	Summative Evidence
L01	Learners will complete interactive vocabulary quizzes that ask learners to identify common Amharic greetings, family vocabulary, colors, numbers, and everyday expressions after each lesson.	Learners receive immediate automated feedback explaining each correct and incorrect response so they can review and improve before the next lesson.	The learner will accurately use the target vocabulary during the final multimedia cultural presentation.

L02	Learners will record and submit short audio conversations in which learners practice greetings and family interactions using complete Amharic phrases.	The instructor will provide feedback using a speaking rubric that evaluates pronunciation, fluency, and appropriate language use.	The learner will participate in a recorded conversation during the final multimedia cultural presentation.
L03	Learners will complete guided reading activities in which learners read Fidel characters, words, and short sentences aloud.	The instructor will provide annotated corrections and reading guidance to strengthen accuracy and confidence.	The learner will read an authentic beginner passage during the final multimedia presentation.
L04	Learners will complete structured digital writing worksheets by tracing and writing Fidel characters, words, and simple sentences.	The instructor will provide feedback using a writing checklist that identifies strengths and areas for improvement.	The learner will produce a written Fidel sample as part of the final project.
L05	Learners will write a short cultural reflection describing one Ethiopian tradition using appropriate beginner-level Amharic expressions.	The instructor will provide feedback using a reflection rubric that evaluates cultural understanding and language use.	The learner will deliver a final multimedia presentation integrating language skills and cultural understanding from the entire course.

5. Course Activities Map

Module # and Title	Learning Activities	Linked Outcomes
Module 1: Amharic Greetings	Watch a short animated video introducing common Amharic greetings. Listen carefully to native-speaker pronunciation and repeat each greeting aloud. Interact by greeting a family member using the new expressions during a guided role-play activity.	L01-L02

Module 2: Family Amharic Vocabulary	Explore illustrated family vocabulary using interactive flashcards. Match each Amharic word with the correct picture during a vocabulary activity. Record yourself introducing your family members using complete beginner-level sentences.	L01-L02
Module 3: Reading & Writing Amharic	Read selected Fidel characters and simple words with audio support. Trace and write the featured Fidel characters using guided writing sheets. Practice reading short sentences aloud to improve fluency and confidence.	L03-L04
Module 4: Culture Through Language	Watch a short video introducing an Ethiopian cultural tradition. Discuss the cultural topic with a parent or caregiver using guided questions. Create a short digital presentation describing the tradition using beginner-level Amharic vocabulary.	L05 + Integration

6. Alignment Blueprint

Instructional Goal → Learning Outcomes → Learning Activities → Formative

Assessment → Feedback → Final Multimedia Project.

Every instructional activity directly supports one or more learning outcomes. Formative assessments provide opportunities for practice and improvement before learners complete the authentic summative project.

7. Instructional Design Rationale

The blueprint reflects learner-centered instructional design principles by combining multimedia learning, scaffolding, authentic practice, retrieval activities, family participation, and culturally meaningful content. Children learn language most effectively when vocabulary is immediately applied in authentic communication. Family involvement extends learning beyond the online environment and strengthens retention.

8. Conclusion

This blueprint provides the roadmap for developing an Online Heritage Language and Cultural Awareness Program prototype. Because the structure is modular, the same instructional architecture can later be adapted for additional heritage languages while maintaining identical learning outcomes, assessments, and instructional quality.

Declaration of AI Use in the Writing Process

This paper was developed with support from AI tools. ChatGPT (OpenAI, 2024) was used to assist with grammar refinement, sentence structure, organization, and clarity of instructional design content. The ideas, instructional goals, analysis, and project direction were developed by the student.