

Course Program 2020

Course Program

LO = Learning Objective

Monday March 02

Sharing

Session 1: Introduction and Overview

Welcome

Introductions

Purpose

Logistics

Course Overview

Setup

Discussion Questions

Software to be installed

Session 2a: Language Software Overview

LO:

1. Participants will know which software to use for what language development task.
2. Participants will know to what updates are available in language software.
3. Participants will know what others are using in their country for language development work.

Session 2b: Unicode

LO:

The participants will understand the “Heart of Data Processing” diagram.

The participants will know what a codepoint is.

The participants will have a basic understanding of the Unicode codespace

The participants will have an understanding of the Unicode design principles.

The participants will know the difference between composed and decomposed characters.

The participants will know the difference between UTF-8 and UTF-16

The participants will know what a Byte Order Mark (BOM) is

Connection:

Discuss the benefits of Unicode

Content:

Present the [PowerPoint Basics of Unicode.pptx](#).

Challenge:

The participants will fill out the handout ([Unicode Handout.docx](#)).

Changes:

The participants will discuss the answers to the questions of the handout.

Session 3: Growth Plan

LO: To begin or update a growth plan for each participant

[Growth Plan presentation](#)

The participants began to work on their growth plan

Session 4: Where to get help?

LO:

1. Identify what kind of help is required
2. Know the best help methods and approaches
3. Subscribe to help websites, use help tools and begin engaging with Communities of Practice

Learning Tasks (How):

Connection:

Discussion:

What do you usually go to get help while you work with LT?

Content:

- Powerpoint presentation
- Help Manual

Challenge

Create accounts on [lingtransoft.info](#) and [lingtran.net](#)

Subscribe to community groups for LT support and Paratext

Join WhatsApp group

Changes:

The participant will begin active use of help sites and tools in their LT practice

Materials:

Computer and computer projector

Resources:

Powerpoint slide and help guidance manual

Tuesday, March 03

Sharing

## Session 1: Paratext 9 UI

LO:

Be able to identify the new UI features of Paratext 9

Be able to use the new features of Paratext 9

Be able to show someone else how to use the new features of Paratext 9

Connection:

Discussion: Why are people not switching to Paratext 9?

Two big new features:

- Enhanced Resources
- New UI system
- USFM 3

## P8 & P9 Compatible

Content:

Demo the new UI features of Paratext 9 (slide 5)

### 1. Menu for projects and tools

- Main Menu
- Project menu
- Tools menu (Notes, Wordlist, Biblical Terms)
- Full vs Standard Menu (Toolbar)

### 2. Search menus

- Markers
- Footnotes
- Etc.

### 3. Open dialog

- Projects, resources, etc
- Filter
- Open as: Panel, Tab, Floating and Autohide
- Text collection and saved selections

### 4. Windowing framework

- Move window to float, pinned and unpinned
- Move to window to tab

- Move to window to autohide
- N-Columns layout under Windows
- Change size
- Rearrange windows with various types
- Undo
- Swap windows

## 5. Window layouts

- Make layout
- Modify current
- Save current layout
- Get P8 saved layouts

## Challenge

The participant will use the new UI features

## Changes:

The participant will show their partner how to use some of the new UI features

## Session 2: Mentoring

### LO

1. The participants will know the differences between various types of mentoring.
2. The participants will know the four stages of mentoring
3. The participants will know 10 principles of mentoring.
4. The participants will draft a mentoring agreement.

### Connection:

Present Jesus' example of mentoring his disciples.

Present SIL Africa video on mentoring launch ([SILAfrica Mentoring Launch with subtitles.mp4](#))

### Content:

1. Setup a mentoring pair and then present Formal Mentoring.pptx
2. Learning Objectives (slides 1-2)
3. Overview of Formal Mentoring (slides 3-9)
4. Four Stages of Mentoring (slides 11-14)
  - Preparation
  - Negotiation
  - Enabling
  - Closure
5. Present the types of Mentoring (slide 15-16)
  - Traditional one-to-one
  - Peer
  - Group

- Constellation
- Hybrid

6. Methods of Mentoring (slide 17-22)

7. Benefits of Mentoring (slide 23-25)

8. Present the 10 mentoring principles (slide 26-38)

### Challenge

1. Discussion mentoring relationship (slide 9)

2. Interpersonal Skills Inventory (slide 10)

3. Identify the activities of the four stages of mentoring (slide 14)

4. Discuss the types of mentoring. (slide 22)

5. Mentoring Agreement (slide 39-40)

6. Mentoring tracking (slide 41)

7. Resources (slide 42)

### Change

Create a mentoring agreement with partner

Continue the mentoring relationship per the agreement

### Session 3-4: SAB

LO:

Wednesday, March 04

Sharing

### Session 1: Regular Expressions

LO:

1. The participants will be familiar with the syntax of regular expressions
2. The participants will be able to write simple regular expressions
3. The participants will be to modify a text file using regular expressions

Connection:

Discuss the reasons for using regular expressions.

- To convert text documents into SFM file.
- To make global changes to a text file

Content:

The instructor will present the basic commands of regular expressions: Slides 1- 7

The instructor will have the participants work together to do ten exercises. Slides 10-19

### Challenge

The students will work on some exercise on their own (Regular Expression Exercises.docx)

### Change

Apply Regular expressions to solve data manipulating tasks

## References:

Regular expressions.pptx

## Materials:

Computer and computer projector

## Resources:

Regex cheat-sheet.pdf

## Session 2: Paratext 9 Enhanced Resources

LO:

## Session 3-4: Paratext Project Plan

LO:

1. The participants will know how to create a project plan from a base plan.
2. The participants will know how to modify a project plan
3. The participants will know how to configure task settings
4. The participants will know how to assign automatic checks to stages
5. The participants will know to assign tasks and checks to team members.
6. The participants will know how to mark individual tasks as completed..
7. The participants will know how to generate reports.

## Connection:

Why are people resistant to use the project plan?

## Content:

### Prerequisite

- Must agree on the plan to use
- Must have review basic inventory setup
- Does the plan need to be localized?

### Basic Inventory (administrator)

- Review character inventory
- Review punctuation inventory
- Review scripture reference settings
- Review language settings
- Review quotation rules
- Review number settings

### Setting project scope

## Marking progress to date

- First, take a screenshot of your check
- Temporarily turn off automated checks
- Use the Stages Table to mark the completed stages for existing books
- Turn the automated checks back on.

## Setup a plan (administrator)

- Creating a project plan
- Modifying a project plan
- Configuring task settings
- Assigning checks to stages

## Using a plan (administrator)

- Assigning tasks and checks to the team
- All Tasks

## Using a plan (translator)

- My tasks
- Marking tasks completed

## View progress

- Team Progress Report
- Project Health Report

## Challenge

Apply SIL Compact plan to your project and save it.

Move tasks to a new location in the same stage

Move tasks to a new location in a different stage

Add new tasks

Delete a task

Combine two tasks into one task

Update description for the task

Change task features

Change stage for a basic check

Change stage for other checks.

Assign tasks for two books to the team.

Assign tasks to yourself and another task to your partner for the first draft.

Mark tasks as complete

## Changes

### Summary

Thursday, March 05

Sharing

## Session 1: HearThis

LO:

1. The participants will know how to record a Scripture passage from a paratext project.
2. The participants will know how to create an audio file of their recordings.

Learning Tasks (How):

Connection:

Review the use of HearThis during the last workshop.

Content:

Presentation

The instructor will demonstrate how to use HearThis to create an audio file of a scripture passage.  
(HearThis Content.docx)

Challenge

The participants will create an audio file from John 2:1-12.

Materials:

Computer and Computer projector and Speakers

Resources:

<https://software.sil.org/hearthis/download/>

## Session 2: Logos

LO:

## Session 3-4: LSDev

LO:

Friday March 06

Sharing

## Session 1: Mentoring (cont.)

[See Mentoring Session on Tuesday.](#)

## Session 2: Render

LO:

1. The participants will be able to explain what Render is and the various roles in Render
2. The participants will now know how to install and configure Render
3. The participants know how to use Render and navigate as various users in a project



Connection:

Discussion

1. How many of you are undertaking OBT in your entities?
2. Have you supported Render before or even heard about it?

Content:

Slide presentation on theory

Review of some manuals for use

Challenge

The students will work on a dummy project (Atlantic Training Project) to install, configure and record using Render. They will record and play various users roles to understand the project flow.

Change

Be able to support OBT Projects using Render in your entities.

Materials:

Computer and computer projector

Resources:

Session 3-4: Problem Solving

LO:

At the end of these sessions, the participant will

1. work towards solving many real-life problems. (These will include activities related to target competencies in their growth plans).
2. share their ideas of possible solutions with the group.
3. add to their learning portfolio.

Task

1. Choose an initial problem to solve.
2. Plan a possible solution.
3. Implement that plan, and adjust as necessary.
4. If appropriate, add to your learning portfolio as evidence of competency.
5. Repeat for other problems as time permits.
6. Report to the group on your proposed solution.

Problems

### Exercise 1 (Unicode Conversion) :

Convert the Gonja sample text in ANSI to Unicode. Below is the mapping instructions.

3 -> â

4 -> ô

6 -> å

*Documents to work with*

Convert Gonja sample text ANSI.txt and Gonja Sample text Unicode.txt

### Exercise 2 (Lexicon Data Cleanup):

Convert the Yoruba lexicon to the MDF format using regular expressions. It is a toolbox database, but it is not in the MDF format. Please note the following information about their SF markers.

### Exercise 3 (Regular Expressions):

Write an expression that will match a valid e-mail address.

**kent\_schroeder@sil.org**

**john.doe@hotmail.com**

**jane999@test.co.ke**

#### Search:

Write a regular expression that will match a valid IP address.

192.168.1.1

69.89.31.226

92.168.255.255

66.171.248.170

#### Search:

Write a regular expression that will trim whitespaces from the start and the end of a line

**All Trim**

**Left Trim**

**Right Trim**

**All Trim**

**All Trim**

**No Trim**

#### Search:

#### Replace:

Write a regular expression that will match a date in yyyy-mm-dd format from 1900-01—01 through 2099-12-31 with a choice of four delimiters: hyphen, space, backslash, and dot.

**1951-08-22**

**1950/06/30**

**1982/12.18**

**1852.11.11**

**1976.15.9**

**1976.09.35**

**2000.01.01**

**2000.02.29**

**Search:**

Write a regular expression that will reorder the date yyyy-mm-dd to dd/mm/yy. For example, 2019-01-25 becomes 25-01-2019

**1951-08-22**

**1950-06-30**

**1982-12-18**

**2000-01-01**

**2004-02-29**

**Search:**

**Replace:**

Write a regular expression to delete duplicate lines

this is not a duplicate line.

This is a dog.

This is a dog.

This is a dog.

This is not a duplicate line.

This is a cat.

This is a cat.

This is a bird.

This is a bird.

This is a bird.

This is a dog.

**Search:**

**Replace:**

Saturday, March 07

## Session 1: Q&A or Lesson Prep

Monday, March 09

Sharing

## Session 1: Teaching a Workshop

LO:

## Session 2a: Project Plan (cont)

[See Project Plan Lesson on Wednesday](#)

## Session 2b: Bloom - Basic Book

LO:

The participants will know how to create a basic book.

The participants will know how to publish a basic book.

### **Learning Tasks:**

\* Review the objectives of this session.

- Engage with participants on how to use Bloom from using the "Agama Lizard" Story from the previous LTCT

### **Content:**

- How to create a Bloom collection
- How to create simple books using the Basic Book template

### **Challenge:**

The participants will demonstrate the skills learnt by

- Creating a vernacular collection using a different story
- Create a simple book using the basic template
- Save the book as PDF

### **Change:**

The participants will demonstrate the skills learnt by

- Creating a vernacular collection using a different story
- Create a simple book using the basic template
- Save the book as PDF

## Session 3: Paratext Lite

LO:

1. The participants will know what the 3 Rs of Paratext Lite.
2. The participants will know how to use Paratext Lite as a companion to Paratext?

### Connection:

[Paratext Lite Powerpoint with audio \(slide 1-3\)](#)

### Content:

[Paratext Lite PowerPoint with audio \(slide 3-31\)](#)

### Challenge

Demo of Paratext Lite

Send/receive

2or 4 pane display

A, B, and C desktops

Move panes

Reading

    Navigating

    Find

Reviewing

    Adding Notes

    Replying to Questions

Revising

    Editing text

### Changes:

Do the exercises

- Download a resource
- Set up two windows showing your translation and a source text
- Add a third window
- Navigate through project
- Add a note.
- Resolve the note.
- Change something in your passage on your laptop.
- Use Send/Receive to get the change to Paratext Lite
- Change something in Paratext Lite
- Use Send/Receive to get the change to the laptop
- If possible, try doing this with a USB or SD card
- Verify that you also receive changes others make

## Session 4: Bloom - Shell Book

LO:

The participants will know to create a shell book.  
The participants will know how to create a Bloom pack

**Connection:**

Review the objectives of this session.

Engage with participants about the use of Bloom from the previous LTCT.

**Content:**

- How to create a Bloom collection
- How to create simple shell books using the Basic Book template
- How to create a shell book using a customized Bloom template
- How to create a Bloom pack

**Challenge** (This is to be done alongside the participants):

- The participants will create a source collection
- The participants will be able to create a shell book by customizing the basic book template
- The participants will be able to create a Bloom Pack.

**Changes** (Exercise):

The participants will demonstrate the skills learned by

- Creating a vernacular collection using a different story
- Create a simple book using the basic template
- Creating a source collection
- Add a shell book using a customized basic book template
- Create a Bloom pack

Tuesday March 10

Sharing

Session 1: Reading App Builder

LO:

1. Participants will upgrade to RAB 6.2 and know what is new in RAB 6.2.
2. Participants will create an App with audio and with timing files, illustrations, icons and splash screen to compile.
3. Participant will create a picture story app with background music
4. Participant will create an app from a Bloom book
5. Participants will build an app with added security
6. Participants will transfer and install an app in an android device
7. Participants will learn how to share an app with one another

**Connection:**

**Content:**

Present a PowerPoint with an overview (introduction of Reading App builder) showing some details from installation to building and to distributing an App.

**Challenge**

Participants will do the activities in the learning task.

**Changes**

Participants will continue to improve on the app they have created.

**Closure:**

Participants will write down anything that is important to them.

**Session 2a: Bloom - Bilingual Book**

LO:

The participant will know what a bilingual book is and why bilingual books can be useful

The participants will know to create a bilingual book

**Connection 1**

- What is a bilingual book?
- Why do you think they can be useful?

**Content 1 :**

- Definition of a bilingual book

Bilingual Books or Dual Language Books or Side-by-Side Books have two different languages on the same page with the second language being a translation (comparison) of the first.

Whilst there are no rules around the typographic layout of a bilingual book, they are often seen with one language at the top and one language at the bottom

- Why useful?

They allow the reader to compare vocabulary, language style, grammar and alphabetical characters with ease

They combine language learning with the age-old love of storytelling.

During infancy & early childhood, children have enormous potential to learn multiple languages without too much effort and bilingual books are a helpful tool to encourage this process.

We know that the benefits of speaking more than one language are many. It is important that children themselves buy into this knowledge. Bilingual books provide an opportunity to have fun with language. Having the same message presented in two different language can give new perspectives and a broader understanding of that message. Think of a parallel Bible.

- Assumptions

You have a basic understanding of Bloom

- You know how to create a Language or Source collection
- You know how to create a Normal or Shell book from scratch and from a book from the online Bloom library

- Your participation

We will have some challenges for which I will invite a volunteer to do the demonstration. So pay attention

**Challenge 1**

- Try to think of a situation in your context where you think bilingual books could be helpful

Children

Adults

Beginners

Advanced readers

**Connection 2**

- Who has experience creating a bilingual book in Bloom?
- Was it easy? Was it complicated?

**Content 2**

- Create a bilingual book (English - French) from scratch

- Introduction

- Demonstration:

Create a Local Language Collection (Bilingual EN FR)

Open Collection Settings

Modify Language Settings

- Local Language (aka top language) = English (already set when creating the collection)

- Language 2 = French

Create book using Basic Book template

Add one page

Show languages menu

Notes (from the help)

- If you select two or three languages, look at each page. A red font color or red line means that there is not enough room for all the words.

- Some pages cannot use three languages.

- o Notes (from own experience)

- The front/title/credit/back pages do show the languages from the Collection Settings, regardless of the languages menu setting.

- You can change but not remove Language 2 (and 3) from a Collection

## **Challenge 2**

- Have one of the participants create a bilingual book in Bloom.

## **Content 3**

- Create a bilingual book (English - French) from a book from the Bloom library

- Introduction: we have a huge collection available in the form of the online bloom library, with different subjects, in different languages. How can we use it to create bilingual books?

- The process is not much different from when we make monolingual books from the Bloom library, but we can make use of the translations that are already available.

- Demonstration:

Use the collection created earlier (Bilingual EN FR)

Create a book using the Bloom library (use get more source books using the bloom library link)

Pick a book on the website. You are free to choose any book, but you can use the language filter and set it to either French or English to already have the text in the local language (top language, language 1) and/or language 2. For this demo, we select French.

Select and download the book Ah Foutbòl

## **Challenge 3**

- Have one of the participants create a bilingual book from a book from the Bloom library

## **Challenge 4**

- Create a multilingual source book (English - French)

- Introduction :

- Demonstration:

Note the difference, this is to create a multilingual source book, but from this source book, you can create both mono and multilingual local language books!

Create a Source Collection (Bilingual Shells EN FR)

Open Collection Settings

Modify Language Settings

- Language 1 = English (already set when creating the collection)

- Language 2 = French

- Language 3 = Swahili

Create book using Basic Book template

Add one page



Show languages menu

### **Challenge 4**

- Have one of the participants create a multilingual source book

### **Q&A**

- More than two languages?

### **Changes:**

The participants will consider specific steps to take as next steps and record these.

Session 2b: Bloom - Decodable Reader

LO: The participants will know how to create a decodable reader

### **Connection:**

Discuss learning objectives

Explain what decodable readers are.

### **Content 1**

1. Show the participants how to create decodable readers.

### **Challenge 1:**

1. The participants will create decodable readers.

### **Content 2**

2. Show the participants how to tell Bloom alphabets of the language.

### **Challenge 2**

2. Participants will tell Bloom alphabets of the language.

### **Content 3**

3. Show the participants how to tell bloom the words to suggest.

### **Challenge 3**

3. Participants will tell bloom the words to suggest.

### **Summary**

Review what they have learned.

Questions and answers

Session 3: Scripture Forge

LO:

Session 4: Bloom - Leveled Reader

LO: The participants will know how to create a leveled reader

### **Content:**

1. Demonstrate about leveled reader

2. Show the participants how to create a leveled reader

- Set up the Leveled Reader levels
- Changing level
- Add and remove levels
- Drag and drop a levels

### **Challenge**

1. The participants will create a Leveled reader on their own.

### **Changes:**

Review what they learn.

Wednesday March 11

Sharing

### Session 1: Dictionary App Builder

LO:

1. The participants will be able to explain what DAB is and what is used for
2. The participants will now know how to install and configure DAB
3. The participants know how to use create dictionaries and using DAB to upload images and audio files for a dictionary.

Connection:

Discussion

1. How many are working with dictionaries in their entities?
2. Have you tried the dictionary app builder?

Content:

Slide presentation on theory

Review of some manuals for use

Challenge

The students will work on dummy projects to install, configure and create dictionary apps.

Change

Advocate for Dictionary app building for existing dictionaries and share them online

References:

<https://software.sil.org/dictionaryappbuilder/>

Materials:

Computer and computer projector

Resources:

## Session 2a: Bloom - Bloom Library

LO; The participants will how to download and upload books to the Bloom library

### **Connection:**

Discuss the benefits of Bloom Library

Content:

Power Point Presentation

1. We will download a book... of your choice
2. We will customize it or make a book out of it...
3. We will upload the book to the bloom Library

### **Challenge**

The participants will fill download and upload a book from the Library

### **Changes:**

Participants will be able to download from /upload books to the Bloom Library

## Session 2b: Bloom - Talking Book

LO:

1. Participants will learn how to make a synchronizing talking book in Bloom.
2. Participants will know the various methods of publishing it.

### **Connection:**

Someone may say, I am illiterate, or a slow reader. How can I get the meaning of scripture if a whole picture does not make sense to me?

### **Content:**

1. Ensure everyone has the right version installed.
2. Go through a powerPoint presentation to give an overview.
3. Demonstrate a recording, and publishing.

### **Challenge**

1. Participants will find or write a short story (4 pages maximum).
2. Record the audio reading
3. Publish it.

### **Changes**

Participants will share the experience, and will be willing to share it with others.

### **Closure:**

The trainer and the participants will appreciate each other and celebrate the knowledge.

## Session 3: PrimerPro

LO:

1. The participants will have a basic understanding on how to use PrimerPro.

2. The participants will know how to use PrimerPro to produce a recommended teaching order
3. The participants will know how to use PrimerPro to create a primer lesson.

**Connection:**

Present the PrimerPro Overview powerpoint.

**Content:**

1. The instructor will demonstrate the steps of Primerpro for determining the recommended teaching order

- Create a project.
- Setup options.
- Initialize grapheme inventory using text data
- Completing the grapheme inventory
- Verify grapheme inventory Import wordlist and text
- Generate teaching order

2. The instructor will show the steps of PrimerPro for making a primer lesson using the My Demo project. He will be teaching the primer lesson for grapheme k. The participants will follow.

- Add a new symbol that needs to be taught.
- Check Grapheme Taught Order against the grapheme inventory.
- Search for decodable words you can use in your story
- Write the story
- Search for untaught residue

**Challenge**

The participants will produce their second consonant primer lesson using tPrimerPro on their own, teaching the grapheme b, syllable initial.

**Changes**

Summary

Session 4: Closing

Debrief

Evaluations

Certificates

Workshop Presentation

Thanks to participants

Thanks to staff