

## Design Document

### Project Information

Project Title:	Introduction to Chekhov's <i>Uncle Vanya</i>	
Project Narrative:	The project is to develop a short e-learning module that makes Chekhov and his plays more easily accessible to a group of creative writing graduate students by offering historical context, literary context, a setup for entering the world of the play, and contemporary cultural touch-points.	
Gap Analysis:	Learner Objective	Graduate students read and meaningfully engage with an English translation of Uncle Vanya, able to connect to its content personally as humans and professionally as writers, integrating into their reading the play's historical and literary context and its place in present-day culture.
	Actual Behavior	Current graduate students have read some but not a lot of Chekhov and are hesitant when approaching Uncle Vanya, disoriented by the play's unfamiliar setting, foreign names, and historical cultural references. They fear judgement and do not admit their ignorance in class discussion. The semester allows only one class session for discussing the play. Many do not finish reading the play before class.
	Need	An engaging, interactive introduction to Chekhov and to Uncle Vanya that students can work through on their own time, taking as much or as little time as they need (without risking the judgement of their peers) to fill in gaps in their understanding and feel more motivated and confident when reading the play.
Operational goal	Graduate students participate more actively in Chekhov seminar as demonstrated by zoom discussion	
Instructional goal	Creative writing graduate students read and meaningfully engage with an English translation of Uncle Vanya, able to connect to its content personally as humans and professionally as writers, integrating into their reading the play's historical and literary context and its place in present-day culture.	

### Roles and Responsibilities

Learning Designer:	Sasha Khmelnik
Critical Project Stakeholders:	Sasha Khmelnik, Tom Drury

Subject Matter Experts (person or resource):	Sasha Khmelnik, Tom Drury
Other Contributors:	n/a

### Learner Analysis

Target Audience:	Creative writing graduate students aged 25-50
Unique Characteristics of Learners:	Learners have a range of experience with Chekhov's stories and a vague understanding of his place in literary history. Most learners don't have much experience with reading plays, but they are all writers and interested in writing. They have access to computers and a university library.
Entry Skills / Experience	General interest in writing and writers; ability to study a topic when motivated
Learner Attitudes	Learners feel a general curiosity toward the subject and would like to be able to consider themselves knowledgeable in it
Learner Motivation	Learners are motivated to improve as writers and are interested in this material as potential inspiration
Research / Theory / Model Selected in Response to Learners' Needs:	<p><i>Knowles' Four Principles of Adult Learning:</i></p> <ul style="list-style-type: none"> <li>- Adult learners are self-directed and decide themselves whether learning has been successful</li> <li>- Adult learners bring their prior experience to new problems</li> <li>- Adult learners take a challenge as a reason/opportunity to learn</li> <li>- Adult learners want to apply new skills immediately</li> <li>- Adult learners are motivated by their own social and personal beliefs</li> </ul>

### Project Content

Learning Objectives:	<ul style="list-style-type: none"> <li>- Learners understand the historical context of the play in a relatable, personal way</li> <li>- Learners understand Chekhov as a writer, why his work might be worth engaging with</li> <li>- Learners understand basic details about the play's characters (to make it easier to dive into)</li> <li>- Learners integrate perspectives from contemporary writers, directors, and actors</li> </ul>
Description of Engagement	Following Knowles's principles of Adult Learning, the interactions in this module will focus on learner choice and control and on supporting

Strategies/ Interaction	the learners' own sense of self-efficacy and readiness for the immediate task of reading the play. Learners will be able to navigate between sections of the module, will explore sections of the content at their own pace, and will test their own understanding against brief prompts or examples.
Assessment Plan:	<p>Assessments are not going to be a primary focus of this module but will appear in the learning context where they can help reinforce self-efficacy or frame primary challenges to focus learning.</p> <p>Assessments might include:</p> <ul style="list-style-type: none"> <li>- A drag/drop timeline exercise</li> <li>- Character matching</li> </ul>
Content Outline (brief):	<ul style="list-style-type: none"> <li>- Intro summary/navigation</li> <li>- Historical context overview <ul style="list-style-type: none"> <li>- Introductory video <ul style="list-style-type: none"> <li>- Russian history</li> <li>- Chekhov's life</li> </ul> </li> <li>- Interactive timeline</li> <li>- Game-like assessment</li> </ul> </li> <li>- Chekhov as a writer <ul style="list-style-type: none"> <li>- Quotes from Chekhov's letters</li> <li>- Brief bits of analysis about Chekhov as modernist writer of subtext</li> <li>- Other works (Russian and not) written at the time</li> <li>- Definition of modernism</li> </ul> </li> <li>- Introduction to the play <ul style="list-style-type: none"> <li>- Interactive estate house with character snippets</li> <li>- Brief note on translations</li> <li>- Overview of the first scene</li> <li>- Game-like assessment</li> </ul> </li> <li>- Contemporary perspectives <ul style="list-style-type: none"> <li>- Clips from recent productions</li> <li>- Quotes from reviews and authors</li> </ul> </li> </ul>

### Course Deliverables

LMS Platform or Authoring Tool to be Used:	The course will be authored in HTML using the bootstrap and React frameworks. Canva and Veed.io will support video authoring.
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Description of  
Deliverables /  
Course Assets:

- *Historical context video*
- *Interactive timeline*
- *Collection of quotes from letters*
- *Interactive house w/ character sketches*
- *Game-like assessments*
- *Collection of clips from performances and interviews*