

Course Name:

How to Break the Bamboo Ceiling

Unit Name:

Unit 1 - Identify Your Bamboo Barriers

Module Name:

NA (Cover Slide)

Instructional Sequence:

NA (Cover Slide)

Main Learning Principles:

NA (Cover Slide)

Instructional Strategy (Supplative):

NA (Cover Slide)

Learner Activity (Generative):

Learner start the course from navigation bar.

(Asynchronous - eLearning)

How to Break the Bamboo Ceiling

a blended online
coaching program

Course Unit Design
Storyboard

Storyboard Description: (Slide 1 of 20) This storyboard is a demonstration of the instructional sequence of a blended online course/coaching program, which includes both asynchronous and synchronous components. The learning path is hosted and directed by LMS. Learners follow the learning path to complete a sequence of activities such as: asynchronous e-learning modules, LMS activities (peer discussion boards, written work submissions, check feedback, and download materials), as well as synchronous live Zoom sessions with mentors and accountability advisors. **Graphics in this storyboard is designed and exported from Canva.*

Course Name:

How to Break the Bamboo Ceiling

Unit Name:

Unit 1 - Identify Your Bamboo Barriers

Module Name:

1.1 Are you one of them?

Instructional Sequence:

Gain Attention

Main Learning Principles:

Capturing and focusing the learner's attention increases the potential of learning.
(USC LDT Toolkit)

Instructional Strategy (Supplative):

Course module directs learners to complete the interactive section of reviewing personal stories with struggles to battle personal barriers in the workplace.

Learner Activity (Generative):

Learner advances slide from controlling the navigation bar. **(Asynchronous - eLearning)**

Have you ever had personal struggles like them?

**Slide Description (Slide 2 of 20):**

Introduction slide for the three authentic personal stories that learners are about to be shared to.

Course Name:

How to Break the Bamboo Ceiling

Unit Name:

Unit 1 - Identify Your Bamboo Barriers

Module Name:

1.1 Are you one of them? Mei's Story

Instructional Sequence:

Gain Attention

Main Learning Principles:

Capturing and focusing the learner's attention increases the potential of learning.
(USC LDT Toolkit)

Instructional Strategy (Supplative):

Course module directs learners to complete the interactive section of reviewing personal stories with struggles to battle personal barriers in the workplace.

Learner Activity (Generative):

Learner will watch the video sharing an authentic story from first-person narration. These stories illustrate the challenges that female Asian Americans may face in the workplace due to power and privilege imbalances. This slide demonstrate Story #1.

(Asynchronous - eLearning)

Graphics and Onscreen Text

Estimated Time: 30s

**Slide Description(Slide 3 of 20): Quick live video sharing Mei's Story**

Mei was a highly qualified engineer, but she struggled to assert herself in meetings because of the power dynamic with her male colleagues. She felt that her voice was often drowned out, and her ideas were dismissed. After seeking guidance from a mentor, Mei learned to speak up more confidently and use data to back up her proposals. She also found support from other Asian American women in her company's employee resource group, which gave her the courage to advocate for herself.

Course Name:

How to Break the Bamboo Ceiling

Unit Name:

Unit 1 - Identify Your Bamboo Barriers

Module Name:

1.1 Are you one of them? Sarah's Story

Instructional Sequence:

Gain Attention

Main Learning Principles:

Capturing and focusing the learner's attention increases the potential of learning.
(USC LDT Toolkit)

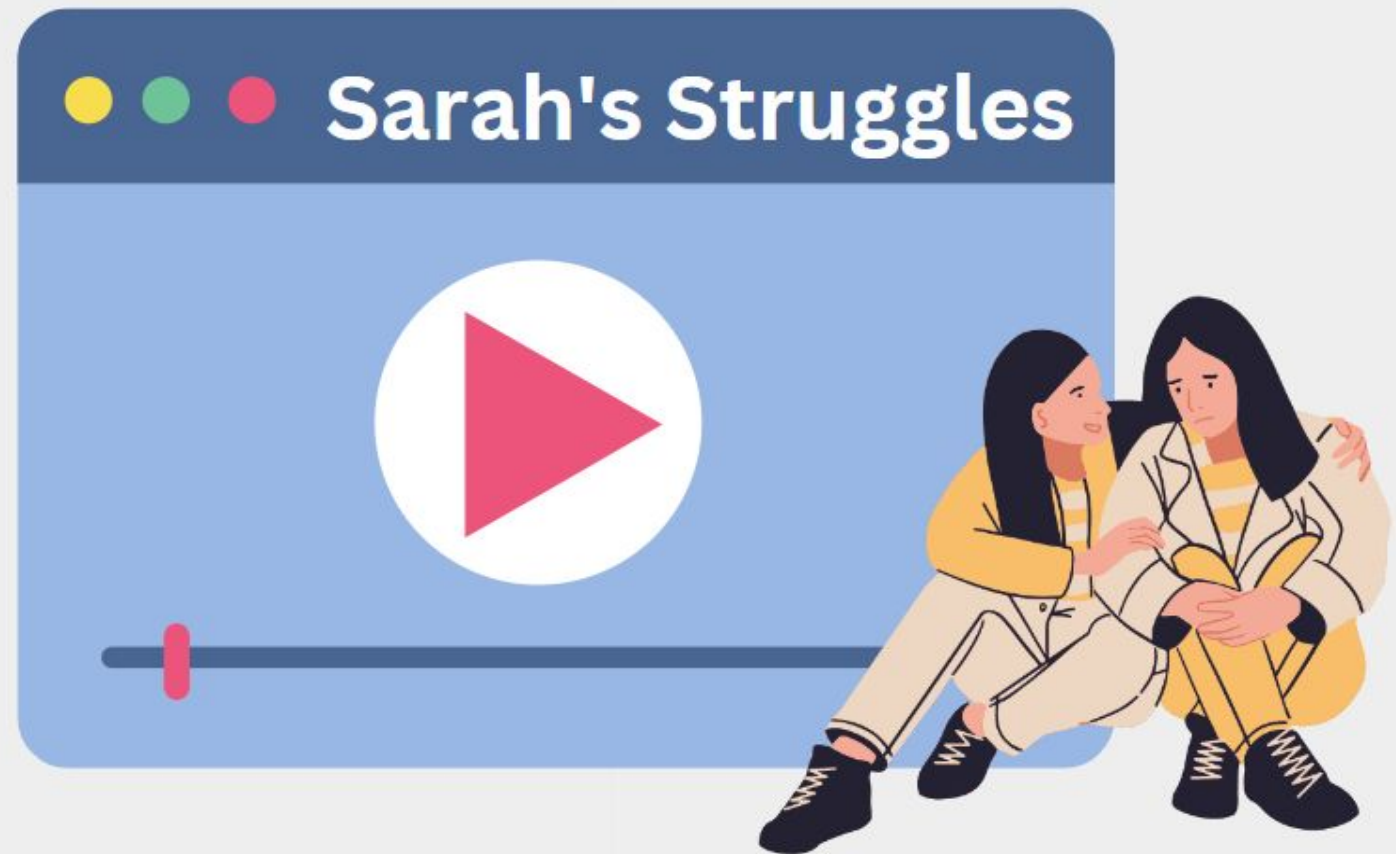
Instructional Strategy (Supplative):

Course module directs learners to complete the interactive section of reviewing personal stories with struggles to battle personal barriers in the workplace.

Learner Activity (Generative):

Learner will watch the video sharing an authentic story from first-person narration. These stories illustrate the challenges that female Asian Americans may face in the workplace due to power and privilege imbalances. This slide demonstrate Story #2.

(Asynchronous - eLearning)

**Slide Description: Quick live video sharing Sarah's Story**

Sarah was often overlooked for promotions despite her strong performance because of implicit bias and stereotypes. She realized that she needed to break through these barriers by demonstrating her leadership potential. Sarah volunteered to lead cross-functional projects, mentored junior team members, and took on initiatives that showcased her strategic thinking. Her efforts paid off, and she was eventually promoted to a senior leadership role.

Course Name:

How to Break the Bamboo Ceiling

Unit Name:

Unit 1 - Identify Your Bamboo Barriers

Module Name:

1.1 Are you one of them? Grace's Story

Instructional Sequence:

Gain Attention

Main Learning Principles:

Capturing and focusing the learner's attention increases the potential of learning.
(USC LDT Toolkit)

Instructional Strategy (Supplative):

Course module directs learners to complete the interactive section of reviewing personal stories with struggles to battle personal barriers in the workplace.

Learner Activity (Generative):

Learner will watch the video sharing an authentic story from first-person narration. These stories illustrate the challenges that female Asian Americans may face in the workplace due to power and privilege imbalances. This slide demonstrate Story #3.

(Asynchronous - eLearning)

**Slide Description: Quick live video sharing Grace's Story**

Grace struggled with imposter syndrome, feeling that she did not belong in her position and that her accomplishments were due to luck rather than her hard work. She realized that these feelings were rooted in systemic imbalances in the workplace, which often undervalued the contributions of Asian American women. Grace sought out mentorship from senior Asian American women in her field and joined a leadership program that helped her build her confidence and develop her leadership skills.

Course Name:
How to Break the Bamboo Ceiling

Unit Name:
Unit 1 - Identify Your Bamboo Barriers

Module Name:
1.2 Learning Objectives

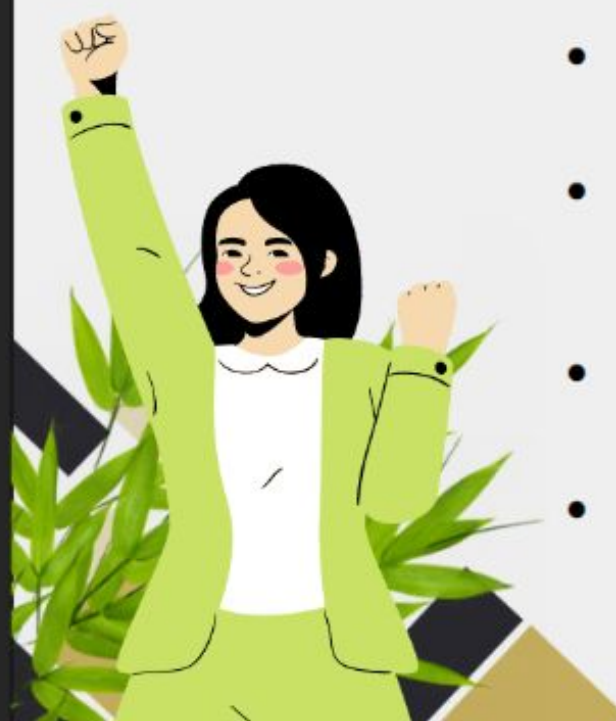
Instructional Sequence:
Learning Objectives

Main Learning Principles:
Learning and motivation are enhanced when learners set goals, monitor their performance and evaluate their progress towards achieving their goals.(USC LDT Toolkit)

Instructional Strategy (Supplative):
Course directs learners to review learning objectives and download a complete course roadmap with lessons and tasks breakdown.

Learner Activity (Generative):
Learner will be introduced to learning objectives of this unit. **(Asynchronous - eLearning)**

By the end of this unit, you will be able to:



- **Identify** different types of internal barriers and external barriers in the workplace that can contribute to the bamboo ceiling in the workplace.
- **Analyze** case studies and real-life scenarios to understand how personal barriers of the bamboo ceiling can impact career advancement for female Asian professionals in different industries.
- Work with mentors to **self-evaluate** and make a list of current personal internal and external barriers to achieve a professional goal.
- Work with mentors to **identify** personal goals and personal interests in the workplace to achieve a professional goal for breaking the bamboo ceiling.

Slide Description: In the authentic e-learning module, learners will be introduced to each learning objective one by one to avoid cognitive overload by clicking interactive buttons on the screen.

Course Name:

How to Break the Bamboo Ceiling

Unit Name:

Unit 1 - Identify Your Bamboo Barriers

Module Name:

1.2 Download Unit Task Checklist and Course Roadmap

Instructional Sequence:

Learning objectives

Main Learning Principles:

Learning and motivation are enhanced when learners set goals, monitor their performance and evaluate their progress towards achieving their goals.(USC LDT Toolkit)

Instructional Strategy (Supplative):

Course directs learners to review learning objectives and download a complete course roadmap with lessons and tasks breakdown.

Learner Activity (Generative):

Learner will be directed to download unit task checklist and course roadmap for future reference.**(Asynchronous - eLearning)**

Please download

- Unit Task Checklist
- Course Roadmap



Slide Description: E-learning audio will direct learners to click the download button.

- Unit task checklist is a complete list of tasks learners will need to complete in order to advance to the next unit.
- Course Roadmap is a progress flowchart that indicate learners where they are on this learning journey of this course.

**Both documents are deliverables of the course design blueprint.*

Course Name:

How to Break the Bamboo Ceiling

Unit Name:

Unit 1 - Identify Your Bamboo Barriers

Module Name:

1.3 Success Stories - Mei, Sarah, and Grace

Instructional Sequence:

Reasons for Learning Benefits. Risks Avoided.

Rationale: It is important to build up the value of the learning experience and build on learners' confidence to maximize learner's self-efficacy. (USC LDT Toolkit)

Instructional Strategy (Supplative):

Course module directs learners to complete the interactive section of reviewing personal success stories battling the barriers (this is a continuation of the first module showing successive stories of the same people).

Learner Activity (Generative): Learners complete an interactive course module section on successful stories. **(Asynchronous - eLearning)**

Graphics and Onscreen Text**Estimated Time: 2 min**

Click each character to watch videos on the individual success story.

**Slide Description:**

Learners will be directed to watch the continuing stories of the same characters. The three characters are previous learners and alumni of this course. They will share how different their situations are now after successfully battled their personal barriers in the workplace.

Course Name:

How to Break the Bamboo Ceiling

Unit Name:

Unit 1 - Identify Your Bamboo Barriers

Module Name:

1.4 Live Session - Bamboo Ceiling Talk

Instructional Sequence:**Overview:**

- a. Review/Recall prior knowledge
- b. Entry level skills

Main Learning Principle: Activating and building upon personal interest can increase learning and motivation. (USC LDT Toolkit)

Instructional Strategy (Supplative):

Live session (first half): the instructor asks the learner to share their experience of first encountering this term, “bamboo ceiling.”

Learner Activity (Generative):

Learners recall and share their experience of how they first learned about the term “bamboo ceiling.”
(Synchronous - Zoom)

Graphics and Onscreen Text**Estimated Time: 15 min (Synchronous)****Bamboo Ceiling Talk**

1. How did you hear about the term “Bamboo Ceiling”?
2. What was your understanding of the “Bamboo Ceiling” ?
3. What was your experience recognizing the Bamboo Ceiling for yourself?

Slide Description: Learners will receive a live Zoom session link. Live session recording will be inserted in the module here for those who can not attend.

Slide is a short overview of the live session activities, and it is not the actual slides being used for the live session.

The live session is 45 min in total. This slide demonstrate the first half of the session. Slide 12 demonstrate the second half of the Zoom session.

Course Name:

How to Break the Bamboo Ceiling

Unit Name:

Unit 1 - Identify Your Bamboo Barriers

Module Name:

1.4 Post Live Session Activity - How did you encounter the “Bamboo Ceiling”?

Instructional Sequence:**Overview:**

- a. **Review/Recall prior knowledge**
- b. **Entry level skills**

Main Learning Principle: Activating and building upon personal interest can increase learning and motivation. Building learning communities also increases motivation for learning.(USC LDT Toolkit)

Instructional Strategy (Supplative):

Course module direct learners to the LMS post that asks the learner to share their experience of first encountering this term, “bamboo ceiling.”

Learner Activity (Generative):

Learners recall and share their experience of how they first learned about the term “bamboo ceiling” on the LMS. They will comment on each other’s posts.

(Asynchronous - LMS)



Create Your First Peer Discussion Board Post!

Introduce yourself and post your thoughts on the Peer Discussion Board to follow up the topics covered during live discussion.

Your goal is to compare your experience with your peers' and reflect any new knowledge you've learned from the live session. Be sure to respond to at least 3 peers.



Slide Description: Learners will be informed through the live session as well as this course module that they need to complete a discussion activity on the LMS peer discussion board. They will make their own post and comment on at least 3 peers’ posts.This is a continuation of the live session activity.

Course Name:

How to Break the Bamboo Ceiling

Unit Name:

Unit 1 - Identify Your Bamboo Barriers

Module Name:

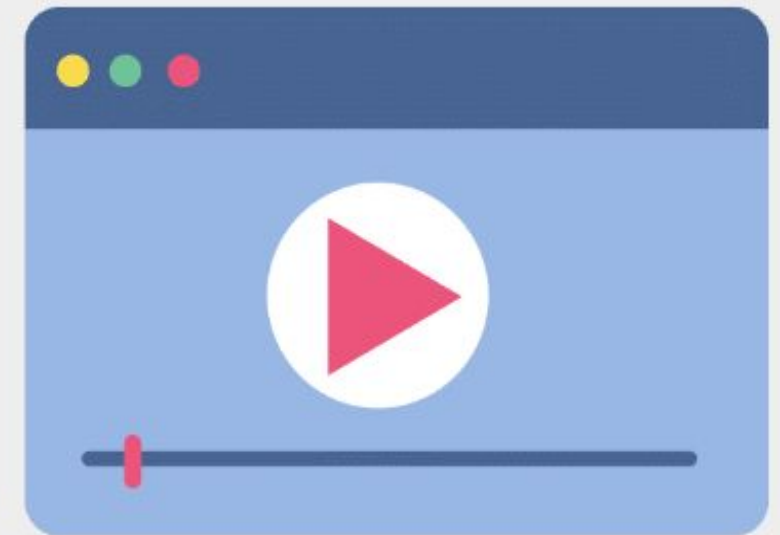
1.5 Overview of Internal and External Barriers

Instructional Sequence:**c. Describe what is new (to be learned)****d. New declarative****Main Learning Principle:** Learning is enhanced when the learner's working memory capacity is not overloaded. (USC LDT Toolkit)**Instructional Strategy (Supplative):**

Live session: instructors will ask students to recall this video and explain to help understand or provide additional support to questions.

Learner Activity (Generative):Learners watch an authentic story of someone going through personal barriers illustrating different types of barriers as well as unnamed strategies. **(Asynchronous - e-learning)**

Watch the Mei's story to discover different types of barriers she had encountered and the strategies she used to battle personal challenges in her career journey.



Slide Description: When learners click the play button, the player will display the instructional video with an authentic story, Mei's story. During the video, new concepts and terms for different types of personal barriers will be introduced with interaction embedded, as well as an overview of strategies to battle those barriers. The purpose of the video is to instruct on new definitions as well as give a brief overview of new declarative knowledge to be learned in future units, such as applying strategies.

Course Name:
How to Break the Bamboo Ceiling
Unit Name:
Unit 1 - Identify Your Bamboo Barriers

Module Name:
1.5 Overview of Internal and External Barriers

Instructional Sequence:
c. Describe what is new (to be learned)
d. New declarative

Main Learning Principle: Learning is enhanced when the learner's working memory capacity is not overloaded.(USC LDT Toolkit)

Instructional Strategy (Supplative):
Live session (second half): instructors will ask students to recall this video and explain to help understand or provide additional support to questions.

Learner Activity (Generative):
Learners watch an authentic story of someone going through personal barriers illustrating different types of barriers as well as unnamed strategies. **(Synchronous- Zoom)**

Whole Group Discussion: Instructional Video Reflection

1. What personal barriers did the video introduce?
2. Which barriers are internal?
3. Which barriers are external?

Group Discussion:

Have you experienced similar personal barriers?



Slide Description: Learners participate the Zoom session.

Slide is a short overview of the live session activities, and it is not the actual slides being used for the live session.

The live session is 45 min in total. Slide 9 demonstrate the first half of the Zoom session. This slide is the second half.

Course Name:
How to Break the Bamboo Ceiling

Unit Name:
Unit 1 - Identify Your Bamboo Barriers

Module Name:
1.5 Overview of Internal and External Barriers - Post live session activity

Instructional Sequence:
e. Describe/Employ learning strategies

Main Learning Principle: Learning will be enhanced through learning communities.(Slavin, 2012)

Instructional Strategy (Supplative):
Learners participate in peer discussion to learn from each other and support each other emotionally.

Learner Activity (Generative):
Learners identify and discuss their own internal and external barriers and potential strategies with the peers as a warm-up activity for in-depth learning of different strategies in the following units.
(Asynchronous - LMS)

Graphics and Onscreen Text

Estimated Time: NA (Non-instructional)

Peer Discussion Board

Have you had similar personal barriers as Mei's? Take some time to identify your own internal and external barriers and brainstorm some potential strategies. Then share them in a post on the discussion board.

After you have posted your answers, respond to at least three of your peers' posts.



Slide Description: Learners will be informed through the live session as well as this course module that they need to complete a discussion activity on the LMS peer discussion board following up on the live session.They will make their own post and comment on at least 3 peers' posts.This is a continuation of the live session activity.

Course Name:

How to Break the Bamboo Ceiling

Unit Name:

Unit 1 - Identify Your Bamboo Barriers

Module Name:

1.5 Overview of Internal and External Barriers - Assessment

Instructional Sequence:

Assess prerequisite knowledge (the “what”) (Declarative knowledge, concepts, processes, principles) Enabling objectives assessment

Main Learning Principle: Retrieval practice is effective in promoting knowledge transfer and the retention of new knowledge (USC LDT Toolkit)

Instructional Strategy (Supplative):

Guided prompt will be provided on the worksheet as well as the peer discussion prior to this worksheet.

Learner Activity (Generative):

Learners paraphrase the definition of different types of internal and external barriers. **(Asynchronous - LMS)**

Graphics and Onscreen Text

Estimated Time: NA (Non-Instructional)

Complete the Worksheet



Use your own words to explain the listed barriers.

What do these personal barriers look like in your own context?

**Slide Description:**

This slide is a demonstration of the learning activity, not the actual slides for instructions.

Course Name:

How to Break the Bamboo Ceiling

Unit Name:

Unit 1 - Identify Your Bamboo Barriers

Module Name:

1.6 Evaluate your personal barriers

Instructional Sequence:

Demonstrate procedures (“how to”)
CTA (Procedural knowledge)

Main Learning Principle: Learning and motivation are enhanced when learners experience autonomy, enjoyment, and satisfaction. (USC LDT Toolkit)

Instructional Strategy (Supplative):

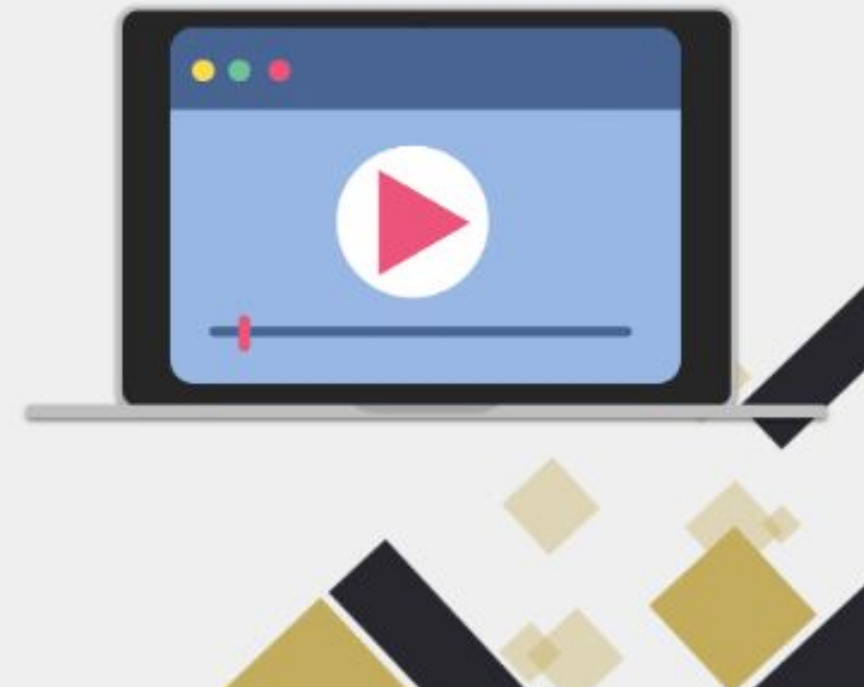
Learners will be provided with job aid that mapped out the ways to identify personal barriers.

Learner Activity (Generative):

Learners watch an explainer video on how to identify personal barriers. **(Asynchronous - eLearning)**



Instructional Video: How to identify your personal barriers?

**Slide Description:**

This slide is a demonstration of the learning activity, not the actual slides for instructions.

Course Name:

How to Break the Bamboo Ceiling

Unit Name:

Unit 1 - Identify Your Bamboo Barriers

Module Name:

1.7 Mentor or accountability advisor one-on-one session: Evaluate Your Personal Barriers

Instructional Sequence:

Provide practice and feedback/Practice and evaluate feedback using checklist from the CTA

Main Learning Principle: Enhancing epistemic emotions and positive emotions and reducing negative emotions enhances learning and motivation. (USC LDT Toolkit)

Instructional Strategy (Supplative):

Learners can schedule additional meetings with accountability advisors or mentors to seek help and resolve personal questions or struggles. Mentor and accountability advisor will provide feedback using the CTA checklist.

Learner Activity (Generative):

Learners meet with an accountability advisor and then join a mentor session to discuss their personal barriers and clarify on any questions.
(Synchronous - Zoom)

Graphics and Onscreen Text

Estimated Time:NA (Non-Instructional)

Meet with your Mentor and Accountability Advisor

**Slide Description:**

This slide is a demonstration of the learning activity, not the actual slides for instructions.

Course Name:

How to Break the Bamboo Ceiling

Unit Name:

Unit 1 - Identify Your Bamboo Barriers

Module Name:

1.7 Evaluate Your Personal Barriers

Instructional Sequence:

Authentic assessment/Assess learning using the checklist from the CTA

Main Learning Principle:

Learning and motivation are enhanced when learners are given opportunity to apply what they have learned in varying Contexts. (USC LDT Toolkit)

Instructional Strategy (Supplative):

Learners will get feedback from both peers and mentors on the LMS. Learners will also be provided with the job aid.

Learner Activity (Generative):

Learners submit written work reporting their thoughts and experience on their application identifying their barriers with job aid. **(Asynchronous - LMS)**

Graphics and Onscreen Text**Estimated Time: NA (Non-Instructional)**

1. Use the CTA job aid to complete the worksheet.
2. Submit completed worksheet to the LMS
3. You will receive feedback from mentor and your peers.

**Slide Description:**

This slide is a demonstration of the learning activity, not the actual slides for instructions.

Course Name:

How to Break the Bamboo Ceiling

Unit Name:

Unit 1 - Identify Your Bamboo Barriers

Module Name:

1.7 Self-Reflection

Instructional Sequence:**Retention and Transfer**

How will you use it on the job

Main Learning Principle: Learning and motivation are enhanced when learners are given opportunity to apply what they have learned in varying contexts. (USC LDT Toolkit)

Instructional Strategy (Supplative):

Learners will continue to check in with accountability advisors and mentors to make sure they are supported in learning and mental challenges.

Learner Activity (Generative):

Learners will write reflection based on their application of the new knowledge in their personal life. **(Asynchronous - LMS)**

Write a Personal Reflection

In your personal reflection, you may include:

- You will experience this after you have identified your personal barriers.
- Any challenges or achievements after you have recognized personal barriers for your career
- Any progress since you have been working with your mentor or learning in general
- whether you have met your goals for Unit 1.
- Any other thoughts you wanted to share with your mentor?

**Slide Description:**

This slide is a demonstration of the learning activity, not the actual slides for instructions.

Course Name:
How to Break the Bamboo Ceiling

Unit Name:
Unit 1 - Identify Your Bamboo Barriers

Module Name:
1.8 Unit Recap

Instructional Sequence:
Big Ideas

Main Learning Principle: Learning is enhanced when the learner's working memory capacity is not overloaded. (USC LDT Toolkit)

Instructional Strategy (Supplative):
Learners can access peer discussion boards to connect and have deeper conversation on the unit topics anonymously.

Learner Activity (Generative):
Learners complete an interactive course module that recap the unit. **(Asynchronous - eLearning)**

Unit Recap



Hooray! Congratulations on your accomplishment for Unit 1

Great progress has been made in this unit as you identified the internal and external barriers that contribute to the bamboo ceiling. By analyzing them and working with your mentors, you have established professional goals that will help you break through these barriers. This is a critical step towards achieving your full potential, and sets a strong foundation for success in the upcoming units. Keep up the great work!

Slide Description:

This slide is a demonstration of the content that will be presented to the learners. Interactions for the e-learning is not demonstrated.

Course Name:
How to Break the Bamboo Ceiling

Unit Name:
Unit 1 - Identify Your Bamboo Barriers

Module Name:
1.9 Unit 2 Preview

Instructional Sequence:
Advance Organizer for the Next Unit

Main Learning Principle: Learning and motivation are enhanced when learners set goals, monitor their performance and evaluate their progress towards achieving their goals.(USC LDT Toolkit)

Instructional Strategy (Supplative):
Pre-training materials will be provided for learners to review prior to the start of a new unit.

Learner Activity (Generative):
Learners will review learning objectives of the next unit and have an overview of the course topics.
(Asynchronous - eLearning)



Slide Description:

This slide is a demonstration of the content that will be presented to the learners. Interactions for the e-learning is not demonstrated.