

Evaluation Purpose

Impact

Mr. Symonds met some resistance from the DFLHS administration regarding his curriculum in 2014. Determining will

DFLHS administration regarding his curriculum in 2014. Determining program efficacy will allow him to respond more effectively to any future critiques.

Mr. Symonds designs his curriculum alone. Receiving objective, constructive criticism will help him to improve his curriculum for the 2016 school year.

Implementation



Evaluation Approach

This evaluation is based on Patton's UFE approach so as to ensure usefulness of the evaluation for Mr. Symonds, the primary stakeholder. Data was collected through both quantitative and qualitative measures, making this a mixed methods evaluation. All instruments were designed by the evaluator.

Surveys BATTL-I BATTL-II EPECC

Interview Mr. Symonds

Focus Groups Students

Reflection for Communication

PBL Curriculum for English Conversation

Evaluation Question #1

What impact is Reflection for Communication having on students in their other classes and daily lives?

Evaluation Question #2

How do students perceive and feel about their improvement with regard to English communication and their creativity and critical thinking skills?

Reflection for Communication

is an English conversation class curriculum for junior English majors at Daejeon Foreign Language High School (DFLHS) in Daejeon, South Korea. The curriculum is developed and taught by Mr. Symonds, an American citizen. The stated goals of Reflection for Communication are to:

- Enhance students' communication skills through critical thinking and creativity
- Increase students' self-reliance and autonomy
- Teach the value of process over product
- Cultivate in students a love of learning.

Evaluation Question #5

Evaluation

Question #6

Is there a perceived

sense of continuity

between the lessons,

projects, and units of

Reflection for

Communication?

To what extent is instruction clear in Reflection for Communication, and how does clarity impact student performance?

Evaluation Question #4

Evaluation

Question #3

Which specific

activities in

Reflection for

Communication have

been most and least

helpful to students

and why?

Is the test process sufficiently connected to the assignments and projects of Reflection for Communication?

Jenelle Wagoner

DFLHS Foreign English Teacher Ball State University, Indiana, United States

To the world, To the Future 대전외국어고등학교

Key Findings

- Students are positively impacted but struggle to extend their learning beyond Mr. Symonds' classroom.
- Students perceive and feel positive about their improvement, but they don't necessarily feel their personal learning goals are being met.
- Students enjoy and see value in curriculum activities, which seems to suggest perceived helpfulness.
- Students perceive a strong connection between the test process and curriculum activities but find the testing format to lead to inauthentic communication.
- Students generally understand instruction but don't fully comprehend evaluation criteria.
- Students perceive connections between curriculum activities but struggle to understand the nature of those connections.

Recommendations

To increase worth, Mr. Symonds should clarify how Reflection for Communication prepares students for the Korean university entrance exam.

To improve implementation, he may consider:

- Identifying students' personal learning goals
- Giving more regular, intentional feedback
- Increasing the length of the speaking exam
- Collaborating with Korean teachers