Course Assessment- Part B: Your Results & Analysis   COMPLETE   #541

Please select your course and name from the drop-down menu. If your course or name are incorrect or missing, contact the Curriculum and Assessment Administrative Assistant, 541-506-6037 or swade@cgcc.edu.

ESOL 50- Level 5, High Intermediate/Advanced- Catherine Brown- Winter 2022

* Part B: Your Results DIRECTIONS 1. Report the outcome achievement data gathered via the assignments, tests, etc. you identified for each outcome (question 3) of your Part A. (Only include data for students who completed the course. Do not include students who withdrew or earned an incomplete) Data for all 3 outcomes should be reported below.

After a lesson targeting the modals of deduction, the next class targeted the imperative mood. We then had a lesson looking at how to give advice to help motivate, inspire, encourage and help. This lesson involved viewing a video about a young woman who was experiencing panic attacks. This served as the basis for the listening, speaking and reading assessments detailed below.

* Outcome #1

Students had been studying modals and the imperative tense to give advice. After watching a video about a young woman who struggled with panic attacks, students entered a breakout room with a screen share with modals, and modal/adverb-modal combinations, gave advice to the woman in the video. I used my cell phone to enter the breakout rooms while still sharing the screen on my computer. In this way I could monitor and give feedback.

* % of students who successfully achieved the outcome (C or above)

100

* Outcome #2

Students listened to the video about the young woman who experienced panic attacks. There were several comprehension questions listed on a screen. In breakout rooms, students answered comprehension questions about the video they had viewed. I used my cell phone to enter the breakout rooms while still sharing the screen on my computer. In this way I could monitor and give feedback.

* % of students who successfully achieved the outcome (C or above)

100

* Outcome #3

Students were presented with a passage about panic attacks. They read the passage independently. Then, in breakout rooms students answered comprehension questions shared on the screen about the passage. I used my cell phone to enter the breakout rooms while still sharing the screen on my computer. In this way I could monitor and give feedback.

* % of students who successfully achieved the outcome (C or above)

100

* ANALYSIS 3. What contributed to student success and/or lack of success?

Zoom's new feature this year which allows for the instructor to share the screen in breakout rooms has transformed my instruction. The timing was perfect, because as the program has now offered online ESOL courses since Covid, word has gotten out and the number of students is increasing. We are also in budget cuts that are shrinking the number of courses offered, which will further increase class size. Therefore, student engagement must now primarily occur in breakout rooms, as the group is too large for much whole-group speaking practice.

* 4. Helping students to realistically self-assess and reflect on their understanding and progress encourages students to take responsibility for their own learning. Please compare your students' perception of their end-of-term understanding/mastery of the three outcomes (found in student evaluations) to your assessment (above) of student achievement of the three outcomes.

I find in general, students are hard on themselves. Learning a language is tremendously complex, and especially as many of the learners are adults, busy working and raising families, and with limited education even in their native language. These are barriers that slow the process. However, I remind them that with online classes we're here whenever and however they can participate. It's a long-term process. By the time a student is at an advanced level, progress is incremental, especially when only studying twice a week for three hours. That being said, they all found that they learned new aspects of English and continued to progress.

* 5. Did student achievement of outcomes meet your expectations for successfully teaching to each outcome (question 4 from Part A)

Yes, they all successfully completed the tasks. I enjoyed listening to them work through the comprehension activities in small groups.

* 6. Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, student instruction, etc.)?

I have reviewed the survey feedback. As is often the case, many of the suggestions were diametrically opposed to each other. I have had many students comment that they really appreciate that I can explain in Spanish. Two specifically mentioned appreciating the use of Spanish in the survey but one student suggested I use less. The issue is that a good portion of the class are not advanced, and advanced students are in a different situation. Nonetheless, I will be even more mindful of using it only when it's necessary for clarification and comparative linguistics. Two said they like breakout rooms. One said they want even more talking, and one said they don't like breakout rooms. This balance is the dance of teaching. Nonetheless, as my courses get larger, the only reasonable way to allow for any substantive speaking is to use breakout rooms. One student wanted more homework. However, whenever I've offered homework, only one or so does it. I have provided many self-study resources, but I will do more targeted ones. What I am also considering is inviting interested students to contact me directly and I will communicate with them privately to offer additional homework, perhaps over Whatsapp as I found google classroom confused several of them and ended up being more trouble than it was worth.

7. What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result?

I have the resources I need. I wish it were easier for students to access hot spots. If there were a direct phone number that was consistently answered, with a bilingual speaker who could work individually with each student's questions, and if there were.

* 8. Describe the results of any adjustments you made from the last assessment of this course (if applicable) and their effectiveness in student achievement of outcomes.

N/A

9. Describe how you explain information about course outcomes and their relevance to your students.

I share the syllabus, but honestly it's so confusing to most of them that I explain what it is. At the beginning of each lesson I go over lesson objectives and revisit at the end. I periodically review past learning and we practice past learning as a whole group and in breakout rooms.

10. Please describe any changes/additions to instruction, curriculum or assessment that you made to support students in better achieving the CGCC Institutional Learning Outcomes: ILO #1: Communication. The areas that faculty are focusing on are: "Content Development"and/or Control of Syntax and Mechanics" and ILO #2: Critical Thinking/Problem Solving. The areas that faculty are focusing on are: "Student's Position" (Critical Thinking) and "Evaluate Potential Solutions" (Problem Solving). ILO #4: Cultural Awareness. The area that faculty is focusing on is: "Curiosity" - Encouraging our students to "Ask deeper questions about other cultures and seek out answers to these questions" ILO #5: Community and Environmental Responsibility. The area that faculty are focusing on are: "Applying Knowledge to Contemporary Contexts" and "Understanding Global Systems" ILO#3 -Quantitative Literacy - "Application/Analysis" and/or "Assumptions"

Control of syntax and mechanics is a constant element of my instruction. I fine-tune and tailor it to the students' needs and questions that come up. Often, I end up adjusting future lessons to address areas of need or regarding student questions and interest.