



대전외국어고등학교
Daejeon Foreign Language High School

Evaluation Purpose

Impact

Mr. Symonds met some resistance from the DFLHS administration regarding his curriculum in 2014. Determining program efficacy will allow him to respond more effectively to any future critiques.

Implementation

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



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.

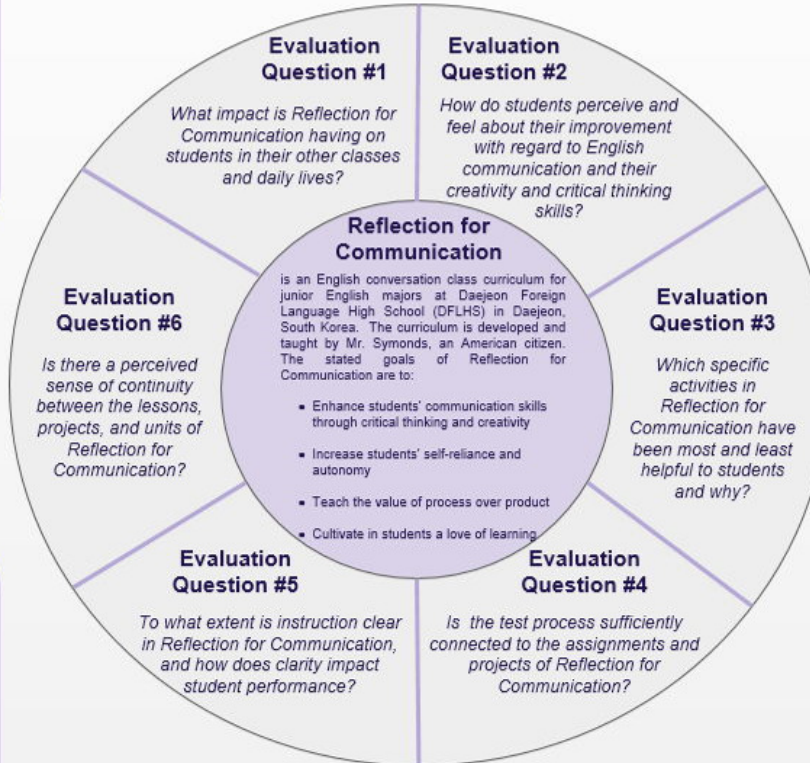
Surveys
BATTL-I
BATTL-II
EPECC

Interview
Mr. Symonds

Focus Groups
Students

Reflection for Communication

PBL Curriculum for English Conversation



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To the world, To the Future
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Key Findings

1. Students are positively impacted but struggle to extend their learning beyond Mr. Symonds' classroom.
2. Students perceive and feel positive about their improvement, but they don't necessarily feel their personal learning goals are being met.
3. Students enjoy and see value in curriculum activities, which seems to suggest perceived helpfulness.
4. Students perceive a strong connection between the test process and curriculum activities but find the testing format to lead to inauthentic communication.
5. Students generally understand instruction but don't fully comprehend evaluation criteria.
6. 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
- Increasing the length of the speaking exam goals
- Collaborating with Korean teachers
- Giving more regular, intentional feedback