How to Quit Non-Enabling Final Learning Objectives Cold Turkey

Danko.Sipka@asu.edu

Base learning outcomes
in all lower-division language courses
on enabling ACTFL statements

What is proposed

- Public university mission

- Responsibility toward the students

- Enrollment payoffs

- Payoffs in sharing solutions

- Groundwork for expanding language offerings

Why are we doing this

Timeline

- NOVEMBER 2018 – PROPOSAL ACCEPTED AND THE WORK ON REVISING THE SYLLABI COMMENCES,

- SPRING SEMESTER 2019 – ACTFL FAMILIARIZATION WORKSHOP

- AUGUST 2019 – CLASSES WITH THE NEW SYLLABUS START

- EARLY FALL 2019 – ACTFL CERTIFICATION WORKSHOPS

- AY 2019-2020 AND 2020-2021 – INTERNAL ASSESSMENT AND EVALUATION OF THE CLASSES IS CONDUCTED AND LEARNING OBJECTIVES ARE CALIBRATED ACCORDINGLY

- IN THE SAME PERIOD ALLIANCES WITH OTHER UNIVERSITIES ARE BUILT TO TRADE ASSESSMENT SERVICES AND COURSES VIA ENVISAGED WORLD LANGUAGES HUB

- MAY 2021 – FIRST EXTERNAL ASSESSMENT OF A SAMPLE OF STUDENTS FROM SELECT LOWER-DIVISION CLASSES IS CONDUCTED (THERE ARE ALREADY 10 CERTIFIED OPI TESTERS)

- AUGUST 2021 – THE WORLD LANGUAGES HUB LAUNCHES, WITH AN EYE TOWARD OFFERING ONLINE COURSES TO OTHER UNIVERSITIES AND USE THEIR COURSES IN LANGUAGES WE DO NOT TEACH.

Full agency of the instructors
Full respect for academic autonomy
Involvement of all stakeholders in decision-making

What are the principles behind the initiative

2. Course description

[Provide a succinct general description of your course and its prerequisites]

3. Learning outcomes

Learning outcomes are based on ACTFL proficiency standards, see
https://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012
for more information.

[Use language provided in a separate file to insert learning outcomes based on the ACTFL proficiency level that you feel comfortable with. It is expected that there is at least one sublevel increase in at least two skills, with other skills either being at the same level or lagging behind not more than one sublevel]

Interpersonal communication: [Insert the outcomes for interpersonal communication]

Presentative speaking: [Insert the outcomes for presentative speaking]

Interpretative reading: [Insert the outcomes for interpretative reading]

Interpretative listening: [Insert the outcomes for interpretative listening]

Presentative Writing: [Insert the outcomes for writing]

Intercultural communication: [Insert the outcomes for intercultural communication]

Syllabi

- Syllabus Template
- Outcomes Language for the Syllabus
- Sample 101 for LDC 3
- Sample 102 for LDC 3
- Sample 201 for LDC 3
- Sample 202 for LDC 3
- Approaches in Syllabus Design
- Backward Design: White Paper
- Backward Design Explained
- Startalk Principles of Effective Teaching

Checks for Learning, Formative, and Summative Assessment

- Click Here for Resources
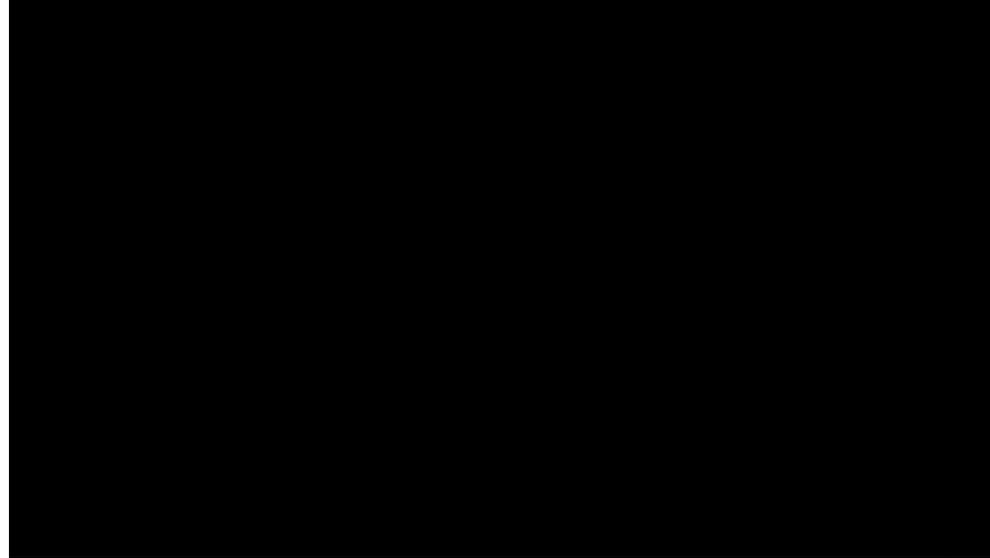
Tester Certification

- Application Information

Discussion

- General comments about the initiative

Polls

- Implementation timeline
  10 pts
- Training Preferences
  10 pts

Intro

Language Instruction Standardization Initiative

The Skills - General Description

Guidelines in English and Various Other Languages

Performance Descriptors

Can-do Statements - General

Can-do Statements - Novice Detailed

Can-do Statements - Intermediate Detailed

Can-do Statements - Advanced Detailed

Can-do Statements - Advanced/Distinguished Detailed

Intercultural Communication

Skills in the Workplace

World Languages Map

Correspondences between the Scales

ACTFL vs. ILR

ACTFL vs. CEFR

ACTFL vs. HSK

ACTFL vs. TRKI (alligned with CEFR)

Time to Proficiency

Time to Proficiency per Language Difficulty Category

Calculation Table (Change B2 if needed)

Syllabi

Syllabus Template

Look at the ACTFL can-do statements and other materials

Determine manageable learning outcomes and their assessment

Backward-design the syllabus to meet these learning outcomes

What is expected from the lecturers

LDC I: French, Italian, Portuguese, Romanian, Spanish
LDC II: German, Greek, Indonesian
LDC III: Hebrew, Polish, Russian, Serbo-Croatian, Vietnamese
LDC IV: Arabic, Chinese, Japanese, Korean

ASU School of International Letters and Cultures

8000 students

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160	200	one semester
320	400	two semesters
480	600	three semesters
640	800	four semesters
800	1000	five semesters
960	1200	six semesters
1120	1400	seven semesters
1280	1600	eight semesters
1440	1800	nine semesters
1600	2000	ten semesters
1760	2200	eleven semesters
1920	2400	twelve semesters
2080	2600	thirteen semesters
2240	2800	fourteen semesters

I	Length of Training	Minimal Aptitude	Average Aptitude	Superior Aptitude
	240 hours	Intermediate Low	Intermediate Mid	Intermediate Mid
	480 hours	Intermediate High	Advanced Low	Advanced Mid
	720 hours	Advanced Mid	Advanced High	Superior

II	Length of Training	Minimal Aptitude	Average Aptitude	Superior Aptitude
	480 hours	Intermediate Low	Intermediate Mid/High	Intermediate High
	720 hours	Intermediate High	Advanced Low/Mid	Advanced Mid/High
	1320 hours	Advanced Mid/High	Advanced High/Superior	Superior

III	Length of Training	Minimal Aptitude	Average Aptitude	Superior Aptitude
	480 hours	Novice High	Intermediate Low/Mid	Intermediate Mid/High
	720 hours	Intermediate High	Advanced Low	Advanced Mid/High
	1320 hours	Advanced Mid	Advanced High	Superior

IV	Length of Training	Minimal Aptitude	Average Aptitude	Superior Aptitude
	480 hours	Novice High	Intermediate Low	Intermediate Low/Mid
	720 hours	Intermediate Low/Mid	Intermediate Mid/High	Intermediate High
	1320 hours	Intermediate High	Advanced Low	Advanced Mid/High
	2400-2760 hours	Advanced High	Superior	Superior

Source: https://www.languagetesting.com/how-long-does-it-take

Examples

- On-site, on-line, hybrid

- Aptitude levels

- Class size

Issues

- Creating a pool of certified testers

- World Languages Hub

- Decentralized standardization of upper-division language courses