

EFLL project

**satellite
schools
&
satellite
courses**



Increasing added value in/of FLT



Satellite schools

Organizational framework and approaches:

1. Proposal put forward by the **NEI** (National Project Team) and negotiated/coordinated (in the given order) with

- Foreign teacher(s)
- Home school.

2. Proposal put forward by the **foreign teacher** and negotiated (in the given order) with

- the NEI (National Project Team),
- who in turn negotiate(s) it with the FT's home school.

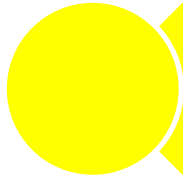
3. Proposal put forward by the **home school** and negotiated/coordinated (in the given order) with

- the NEI (National Project Team),
- who in turn negotiate(s) it with the foreign teacher employed by the home school or with any other foreign teacher.

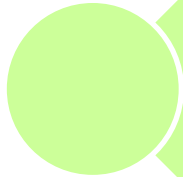
FTs' courses for satellite schools: ORGANIZATIONAL FRAMEWORK

- **From 6 (8) – 30 (32) teaching hrs per school (up to 70)**
 - **In regular intervals** (uninterrupted sequence of weeks, each month etc.)
 - **One week** once a year
 - Etc.
- Working with **groups** (on principle up to 16 student per group)
 - Working with **individuals** (gifted students – mentoring student research etc.)

FOREIGN TEACHERS' COURSES FOR SATELLITE SCHOOLS: Location



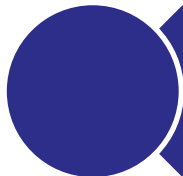
At satellite school



At home school



Other locations



Long distance

EFLL project

**how to
develop an
outcomes-based
course**

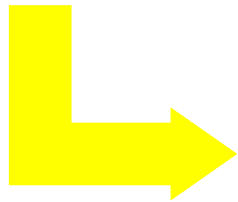


FOREIGN TEACHERS' COURSES for satellite schools: Framework/Template

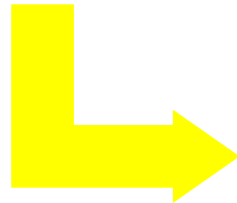
1. Overall aims
2. Objectives and expected learning outcomes
3. Content
4. Learning activities/approaches
5. Instructional approaches/methods
6. Instructional materials & media
7. Organizational requirements
8. Duration
9. Location/Venue
10. Participants (*number, age, entrance requirements*)
11. Additional expenses

Outcomes-based (OB) education: Sequence

**GOALS /
OBJECTIVES**



EXPECTED outcomes



**EVIDENCES of
ACHIEVED outcomes**

Typical components of an OB course with an emphasis on assessment

1. **Description of the course**
(and presentation of SELF)
2. **TARGET AUDIENCE/students**
3. **Goals and/or objectives**
4. **Expected/Intended student learning outcomes**
5. **Evaluation/Assessment methods**
 - With criteria by outcomes
6. **Learning and teaching activities**
7. **Resources needed ...**
7. **Implementation of assessment**
 - With the timeline
8. **Results by outcomes**
(analysis of collected data)
9. **Improvements**
(decisions or recommendations for others)

.... Other elements

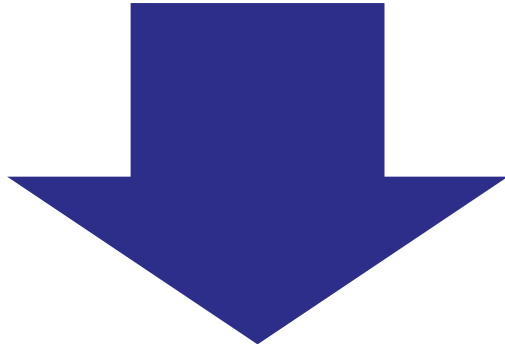
Components of an outcomes-based course

The key questions ...

1. What am I trying to do/achieve and why?
- 2. What is my course supposed to accomplish?**
- 3. How well am I doing it?**
- 4. How do I know?**
5. How will I use the information to improve my course?



Two basic planning prerequisites and main „(un)knowns“



**Who am I
(as a TEACHER)?**



**Who are
my STUDENTS?**



EFL project

**who are my
students?**



Knowledge of the learner?

- There are several **major influences** which impact on the **learning**:
 - personality (which includes learning style, anxiety, and self-concept),
 - ability and achievement,
 - home and family and
 - peers.
- Knowing as much as possible about your students enables you to become familiar with their **learning needs** (← **needs assessment**).
- As you plan for your lesson, you need to *consciously* consider the students' characteristics in the above areas and plan your lesson to meet their specific needs.

„Prior Knowledge“ =
learners' preexisting
attitudes, experiences,
and **knowledge**

WHO ARE MY STUDENTS?

1.

- **Data from broader (national) educational context**
- Programmes, subject curricula/syllabi etc.

2.

- **Data from school context (educational, social)**
- Number of classes and teachers, curriculum profile(s), school (organizational) culture, values ..

3.

- **Data from class/group context** (educational, social, individual)
- ??? ...

Questions to ask yourself about SLO (Student learning outcomes)

1. Who is the **target audience** of my outcome?
2. Is the outcome **meaningful** (for them within their specific educational context)?
3. How much **teaching time** is there „at my disposal“?
4. How much **learning time** is there (organized + follow-up / self-directed learning)
5. What **instructional facilities and tools** are available?
6. Is the outcome **manageable**?
7. How will I know that the outcome has been met? What **evidences** will be acceptable (ie. convincing to me and the stakeholders)?
8. Is the outcome **measurable**?

Syllabus/Course/Programme Design: Nine Key Questions to Ask

1. What's the **NEED** for the course?
2. **Who are the STUDENTS?**
 - ✓ What are the students' **NEEDS**?
3. What are the **goals** for the course?
4. What are the **objectives** and **expected learning outcomes** that would meet those goals?
5. What **evaluation activities** would measure those objectives?
6. What **instructional activities** will help students achieve those objectives?
7. What **instructional materials and media** are needed for those activities?
8. How should I **sequence** those materials and activities in conjunction with the content?
9. How am I going to get and provide **feedback**?