

**SLO ARCHIVE**

Student Learning Outcomes for KORE 3

Elementary Korean (Third Quarter)

Team Members:

Team Leader:

Yurha Lee () in KORE

Other members:

1. Yurha Lee (x) KORE

Additional team members/notes about team:

Hwaja Choi, Youngwha Jung,

Additional Notes:

Outcomes:

Outcome 1 Phase I: Statement

Demonstrate a somewhat consistent working command of essential vocabulary (recognize and reproduce at least 400 Korean words and expressions) and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high frequency situations in familiar contexts such as making an apology and giving reasons, asking for an opinion, extending/accepting/declining invitations, expressing reservations, asking about prices, and ordering food/describing tastes.

Outcome 1 Phase II: Assessment Strategy Used:

Assessment Quarter: Spring 2010

Assessors: Yurha Lee, Yurha Lee

Assessment Tools: • • •

Sections being assessed: 61

Outcome 1 Phase III: Reflect & Enhance

Number of people involved in Phase III: 1

Changes:

Methods:

Mid-Term Exam-Written and Oral

Findings and Conclusions:

In general, the students performed well. More than 60% of the students got a B or better grade and 3 students scored exceedingly high which is A+. They displayed enough mastery of key vocabulary and sentence patterns. Still, one third of the students got a C or worse grade exhibiting a lack of understanding core grammar points when the students were using them for writing a paragraph, which needs some improvement.

Enhancement (Planned Actions)**Part I:**

I will revise activities by incorporating authentic texts for the students to have more opportunities to relate key vocabulary and sentence patterns covered in the lessons to their daily life situations. Also, I will provide them more in-class pair work for writing and oral practices which will benefit each student.

Part II:

It would be greatly helpful if there are professional growth trainings for faculty to improve teaching speaking, listening and writing skills. I would suggest a language lab for Korean. I will revise my syllabus to incorporate the language lab session mandatory so Student Learning Outcome will enhance a lot.

Outcome 2 Phase I: Statement

Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.

Outcome 2 Phase II: Assessment Strategy Used:

Assessment Quarter: Spring 2010

Assessors: Yurha Lee, Yurha Lee

Assessment Tools: • • •

Sections being assessed: 61

Outcome 2 Phase III: Reflect & Enhance

Number of people involved in Phase III: 1

Changes:

Methods:

Mid-Term test-Written and Oral

Findings and Conclusions:

By and large, the students did well. More than 60% of the students showed a B or better grade and 3 students scored exceedingly high which is A+. They displayed enough mastery of key vocabulary and sentence patterns. However, one third of the students got a

C- or worse grade exhibiting many mistakes in reading comprehension questions. They lack understanding of supporting details in the texts. This needs to be improved.

Enhancement (Planned Actions)**Part I:**

I will revise reading practices in order for the students to improve more skills to extract supporting details both in class work and homework assignments. Also, I will incorporate the reading practices which include authentic materials so the students get benefits in understanding the gist and supporting details.

Part II:

It would be greatly helpful if there could be professional growth trainings in teaching reading skills. The faculty could improve teaching critical reading skills and share experiences and techniques. Also, with a language lab for the Korean language, the result of teaching reading skills could be greatly improved along with the speaking and listening skills.

Outcome 3 Phase I: Statement

Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent command of core vocabulary and language structures.

Outcome 3 Phase II: Assessment Strategy Used:

Assessment Quarter: Spring 2010

Assessors: Yurha Lee, Yurha Lee

Assessment Tools: • • •

Sections being assessed: 61

Outcome 3 Phase III: Reflect & Enhance

Number of people involved in Phase III: 1

Changes:

Methods:

Mid Term Exam-Written and Oral

Findings and Conclusions:

Overall, the students displayed good performances. More than 60% of the students got a B or better grade and 3 students scored exceedingly high which is A+. They displayed great mastery of key vocabulary and sentence patterns. However, one third of the students got a C or worse grade exhibiting a lack of understanding core vocabulary and language structures for composing a paragraph. It shows the need of improvement.

Enhancement (Planned Actions)**Part I:**

I will enforce the in-class journal writing activities which provide the students chances to improve writing more complex sentences within and beyond the limited language

structures. Also, the feedback that they will get for each journal will greatly improve their writing skills with extended vocabulary and sentence patterns.

Part II:

I would like to suggest professional growth trainings for the faculty so they can improve teaching writing skills and exchange techniques and experiences. Also, if the students could get a language lab for Korean, they will improve their writing skills as well as the speaking/listening skills. It could lead to the improvement of Student Learning Outcome greatly.

Outcome 4 Phase I: Statement

Demonstrate an increasingly accurate grasp of social protocols and contributions of Korean-speaking cultures, by analyzing and comparing them to one's own culture(s).

Outcome 4 Phase II: Assessment Strategy Used:

Assessment Quarter: Spring 2010

Assessors: Yurha Lee, Yurha Lee

Assessment Tools: • • •

Sections being assessed: 61

Outcome 4 Phase III: Reflect & Enhance

Number of people involved in Phase III: 1

Changes:

Methods:

Cultural Presentation

Findings and Conclusions:

In general, most students exhibited much efforts and performed well in this assignments. 75% of the students got a B or better grade. The top 10% of the students scored extremely high by displaying much enthusiasms and efforts towards this assignments. All the same, 4 students performed poorly by failing in presenting their topics including a paragraph long Korean, which need improvement. Still, overall, I am satisfied with the result.

Enhancement (Planned Actions)

Part I:

I will revise this assignment so each presenter needs to have a brief tutorial time with me before their presentation. Also, I will give each presenters a written feedback right after their presentation so they could improve their presentation in Korean.

Part II:

It would suggest a "smart" classroom. The students could benefit from more audio/visual aids such as films or DVD, which would be provided for the culture lessons. Also, most of this Cultural Presentation presenters need technology. Currently, I bring my computer, projector and speakers into the classroom. Sometimes unexpected technical difficulties

occur and prevent successful presentations. In addition, it would be great if there are professional growth trainings for teaching cultures. The faculty could benefit in teaching cultural aspects as well as the language.

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