

Presenter

Scorer WBF

Date 16 June 09

Total Score

4.6

Grade

Scoring Guide for a CBI Classroom Project #1 Business Live

Notes: 1) Project 3 (proposal for entire course also needs [Factor 4 "Pieces"] an overview / Table of Contents). 2) For Projects 1 & 2, presentation is not as important, so Factor 4 "slides" by one performance level. 3) Evidence of pedagogical consciousness" will vary in length with the size of the project, and will be much more extensive for a project that presents the design of an entire course. Evidence can be by reference to secondary literature or just "teacher talk" that shows consciousness of CBI concepts and their implications.

Global	Factor 1: Is It CBI?	Factor 2: Language Level Fits Activity?	Factor 3: Time Appropriate?	Factor 4: The Pieces	Factor 5: Presentation	
6	After tryout in real class goes to conference / can be used as exemplary for a later CBI class.	Is essentially equivalent to instruction in the other subject area (except for the inescapable oddities that the language level does not match the cognitive level of the other subject level, and that there are specific language targets).	Central language level is exactly right, and the activity, even as is, can fit the neighboring level above and below.	Entirety of activity is a very close fit to the declared available time, and is also, even as is, flexible in both directions.	More than just the basic set of instructor directions, student setup, support resources (realia, etc.), assessment tool, and evidence of pedagogical consciousness); all pieces of high quality.	Extremely accurate language (spelling, punctuation, syntax, paragraph structure, organization of parts, voice) AND strong visual management of the text (typography, layout).
5	Needs 1/4 hour with me, then 1 hour of revision of small-scale content.	Needs minor transformation of one aspect, but no content is missing.	Needs slight adjustment (ex.: one learner activity is above or below level).	Very close fit, but not flexible.	Needs a couple of adjustments that can be carried out with little help from me beyond the initial criticism.	Close to 6: errors of language are individual, not systematic. Needs a pointer or two about typography / layout.
4	Will work adequately for its creator, but use by others would need serious support.	Needs to add something and cut something, or transform (the) two chunks.	Entire project needs adjustment by one major ACTFL sub-level (ex: IntMid vs. IntHigh is major; IntLow vs. IntMid is minor)	Needs 50% adjustment (cut by half, stretch to twice what's there), but this requires no major rethinking.	One piece (or equivalent sub-pieces of multiple pieces) needs my earnest help (half-hour discussion) and then several hours of your attention.	One systematic exposition flaw and a couple small-scale errors. Format is plain but not confusing.
3	Most parts will work adequately for its creator, but one major part should not be used yet.	Needs several major changes, but the underlying idea is indeed CBI	Entire project belongs to a distinctly different level (ex: IntLow/Mid v. Advanced, LANG 103 v. LANG 203). Score 2: level is even more inappropriate (ex: Adv v. NH, LANG 301 v. LANG 101)	Much too short or much too long for the available time.	Needs an hour of my time and probably 5 hours of yours.	To become 4, presentation (this alone) needs an hour of consultation, followed by several hours of your time.
< 3	Survey of project reveals that the organizing principle is not CBI, but something else, most likely a language lesson, and probably a pedagogically traditional / reactionary one (=hard-nosed grammar-translation approach).					

0736f-1

Business Live Meeting Module

Description

This module is designed to compliment an existing Business German course.

'The Business' has management and workers in various regions across the 'country' (city). Due to the declining economy, management has decided there is a need to cut back on expenses. The executive committee has decided the best way to do this is by cutting back on the office space so some of the employees will be telecommuting. For that reason all employees must learn how to use internet meeting technology to replace the face to face meetings that have been the rule in the workspace.

Audience

This module is designed for High School or College Business German course participants at a minimum of ACTFL Advanced. *Big difference between Ad Low + Ad Med + Ad High*

Statement of Purpose/Objectives

The goal of this module is to establish or improve the participant's:

- knowledge of internet meeting software and hardware in the target language,
- written and verbal business communication in the target language,
- ability to evaluate and make comparisons (*critical thinking*) in the target language.

Equipment Needs / Props

- Computer access for all participants that includes microphones, headphones and webcams.
- German Windows Live Meeting Software installed on all computers
- Water cooler
- 'Official' Memo

60-Minute Format

The participants will be given the concept in writing in the form of a memo as they come into the classroom. Participants will be encouraged to stand around the water cooler and talk about the memo. At that time they should be encouraged to discuss (as an employee) what these changes mean to them. Requires Water Cooler. (15-20 minutes)

The 'Boss' (instructor) will introduce the Trainer (grad student or other technologically skilled student in the class) or become the Trainer. The Trainer will then introduce the concept of Telecommuting and give a brief overview of the software and its use. Requires use of overhead or PowerPoint and individual computer access. (10-15 minutes)

Participants will be paired to practice using the software. During this time the Trainer can answer specific questions, help with software glitches and encourage continued conversation in German. Requires individual computer access. (15-20 minutes)

The final 10-15 minutes of the class should be used to debrief. The participants are encouraged to discuss their feelings about the changes after training in comparison to feelings before training. Give out final assignment: Write a letter to Management regarding the changes.

Activities/Timeframe

Introduce the Memo

Employees each receive a memo in their office mailbox that states the changes being implemented to cut expenses and the subsequent Teleconferencing Training. Each employee's presence is required at the training session to learn the new meeting format.

Time for water cooler talk about the upcoming changes.

What do you expect to happen with this change?

*requires
base level of
AM*

Who is going to Telecommute?
What do you know about communication programs?
What communication software have you already used?
Yahoo Messenger? NetMeeting? Skype?
How do you feel about the change?

Trainer introduces Telecommuting and Windows Live Meeting
 The Trainer will give a brief lecture on Telecommuting and Windows Live Meeting and answer brief questions about the technology (but not company policies) while allowing the students to browse the software. Company policy questions will be deferred to a later time with the 'Boss'.

Participants practice meeting in pairs with each other via Windows Live Meeting
 Participants are encouraged to use the new vocabulary and help each other navigate the software.
Conversation on business topics is encouraged.

Debrief
What was new?
How is this a valid form of communication for our business?
How will this NOT work for our business?
Who is comfortable telecommuting?
What are the pros and cons of this type of meeting?
Can it be used for everything?

Assignment (assessment): Letter to management or coworker regarding the changes.
 Scoring Guide

Module Evaluation
 Immediate Evaluation

Language Level target: Participant involvement should be in German and require minimal prompting. The concept of internet communication should be comfortable for most students, so the only areas of *new* learning should be internet-specific terminology.

Need more detail about the language features

Concept target: The concept of internet communication should be comfortable for most students, so the only area of new learning should be software.

Long-term Evaluation
 Over the remainder of the Business German course, the students will be asked to use the conferencing technology to communicate with one or more of their counterparts in the class.

- Does this improve the overall communication between participants?
- Has productivity increased in comparison with previous groups or even the prior activity level of this group?

Room for Improvement
 The "official" memo could be given out at a previous class meeting with the date of the actual training scheduled in at a later class date. This option would give participants a chance to review their own knowledge and research ideas related to teleconferencing as well as review their own knowledge of teleconferencing vocabulary in German.

The software should be in German when available. The learning will be significantly improved if the operating system, or at the very least the meeting software, is presented to the student in German.

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Online Conference Resources in German

Microsoft Office Live Meeting

<http://office.microsoft.com/de-de/livemeeting/FX101729061031.aspx>

Skype

<http://www.skype.com/intlde/getconnected/>

Windows Live Messenger 2009

<http://messenger.live.de/>

Yahoo Messenger

<http://de.messenger.yahoo.com/>