July 2009

Dear IES Abroad Colleagues,

As Chair of the IES Abroad Buenos Aires Mini-Review Committee, and on behalf of committee members Cori Filson and John Lucas, I thank you for giving us the opportunity to conduct this program review.

Over a period of five days the committee gained a good knowledge of the management and academic environment of the Center. We were provided with a wealth of program material and a thorough overall schedule in advance of the review by the director, Dr. Irina Podgorny. Irina and her staff were most gracious in welcoming us to the Center and allowing access to all aspects of the program. We also want to recognize the hospitality of Karina Riesgo and Filomena Fafian, who made us feel at home in the city and the Center. The program staff, faculty and students were all very cooperative and informative.

We also wish to thank the numerous faculty whose classes and field studies we observed, and those who came to our mini-workshops. The interactive sessions were an invaluable opportunity to participate in a dialogue with an impressive group of faculty.

We appreciate the time that German Paley and Tadeo Lima devoted to meeting with us to describe academic advising, as well as arrangements made by Paula Hrycyk who took us to several of the important and diverse internship placement sites. Ana Principi organized visits to Spanish language classes and a dynamic round-table discussion with the faculty. Fernando Lavignolle and Maria Rodriguez Munoz provided an informative overview of the Student Affairs Department.

The Buenos Aires program has seen increased enrollment over the past few years, and this review allowed an insight into why this site has become an interesting and popular destination for consortium students. While there are challenges that accompany program growth, we believe that the Center Director, staff and faculty are committed to the academic goals of the program, and to creating a culturally rich experience for students.

The final draft of this report was approved by the committee and we submit this with our thanks to IES Chicago, along with our best wishes and compliments to the IES Buenos Aires director, faculty and staff.

Sincerely,

Kristi A. Wormhoudt, Ph.D.
Academic Coordinator, Education Abroad
Affiliate Assistant Professor, Department of Art History
IES ABROAD BUENOS AIRES:

Report of the Mini-Review Committee

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Buenos Aires, Argentina

May 18-22, 2009
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IES ABROAD BUENOS AIRES:
Report of the Mini-Review Committee
May 18 - 22, 2009

Review Committee:

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INTRODUCTION AND CHARGES

The charges directed the committee to pay particular attention to the proposed division of the Center into two programs and to the Spanish language courses.

EXECUTIVE SUMMARY

The committee would first like to acknowledge that the Buenos Aires program has grown considerably in a relatively short period of time, and that the cohort of students the program attracts has changed with regard to both their academic and personal goals. The Director and some of the staff members voiced concerns to the committee about program growth and the resulting challenges. This review will address those concerns as well as certain issues that were observed by committee members during their week of work at the center.

Regarding the overall program structure, the committee made an effort to address different cohorts of students within the current enrollment profile. Roughly 40% of the participants come from larger public universities, many of which permit or, in some cases, require students to take courses in English, particularly for major credit. If IES uses the “4 semesters” prerequisite to force students into an upper level, it may foster more frustration and lead to false “advanced” or unmotivated advanced students in the program designed for language and cultural immersion. Allowing students with the appropriate number of semesters to choose (with home school approval) may lead to a smaller advanced program, but possibly a much more cohesive and higher-performing group of students.
Perhaps dividing the center along lines other than language (Liberal Arts versus Advanced Hispanic Studies) may help. The English-language program could also include a number of courses in Spanish for those who are technically advanced but unable to perform with the students who select the immersion-level program. We also urge IES to consider the possibility of developing one or more focal points for the program and addressing some gaps in the curriculum (art history, religion) or overlaps (3 courses on globalization). Whatever is done, it is important for IES to foster strong and intellectually challenging courses in both programs. There is a tendency among students to see “beginning” as somehow less challenging. One’s language level may be “beginning” but that does not mean the student should find the program less challenging or rigorous. We recommend IES not name one of the programs “Beginning” and reserve that designation only for the various language levels.

The committee invested two afternoons on faculty training with the goal of creating a dialogue on approaches to instructional content and grading. Our workshop sessions were based largely on feedback from the students themselves and our readings of program evaluations, previous site visit reports, and other comments from consortium members. The trainings were designed as an “open forum” for discussion, and the committee reiterated its purpose not to impose a North American system of teaching and assessment but rather to foster mutual understanding and accommodation. In general, the faculty bring a wide variety of teaching and personal experience and a high level of intellectual preparation and commitment to the program. The faculty listened to our feedback and expressed interest in adopting more interactive approaches to teaching, working with other IES Centers, and improving some of the challenges in assessment expressed by both students and faculty. The faculty seemed just as challenged as the students by grading and were not sure the students understood their expectations or how to make them clearer. After some lively discussion, the committee and the faculty agreed that the center Director and faculty as a whole should create two rubrics: one for language and one for area studies courses, and that these standards should be given to the students during orientation.

Further recommendations address the overarching structure of the staff and chain of authority. We observed a general sense of confusion about roles and “who decides what” among the students. The student council members were unsure of the various staff roles and responsibilities, for example. We heard conflicting information about how academic orientation happens from the coordinators, students, and the Director. We believe that a more cohesive staff structure and more frequent staff meetings are called for. The Director believes that the staff is small and can communicate informally as needed. This may appear to be the case. However, as student enrollment continues to increase, the committee feels that more frequent meetings to focus on strategy rather than daily administration would help address problems that accompany growth. The center generally manages to run efficiently with the exception of academic orientation (perceived as disorganized by many students), and all of the staff members seem earnestly committed to the program and fully prepared to meet the challenges. However, they have little time for or guidance in addressing some of the needs of the changing cohort. More creativity and inspiration may come from taking time out of the daily routine to look ahead and plan strategically, especially with regard to the “crunch time” that occurs in the first days of on-site academic advising and course registration.
Finally, the committee realize that Buenos Aires is an increasingly popular destination for US students, primarily for its affordability compared to Europe, and a perceived sense of relative safety and stability vis-à-vis other Latin American destinations. Inevitably, other motives will arise among a large population of students. One young man expressed his interest in Argentina this way, “wine, meat, women”. With this kind of attitude, the number of incidents involving alcohol has grown. For example, the committee was present during a student affairs incident involving three students charged with repeated alcohol abuse and inappropriate behavior in their home stay. We had the opportunity to meet with students, including the three involved in the incident, as well as some stellar performers that helped to balance this unpleasant event. In fact, meeting students at both “levels” provided the committee with a good picture of the diversity among the student population.

A number of the challenges we observed stem from the cohort of students most attracted by the party atmosphere. Frustrating though it may be, the center must adapt by applying different methods and means of communicating center rules of conduct. We encourage the center to adopt a firmer stance on inappropriate behavior and violations of the code of conduct, particularly any that occur at the beginning of the semester. The Director should foster a climate of “zero tolerance” for inappropriate and reckless behavior especially involving alcohol abuse. The cohort of strong students voiced in numerous ways their desire to see the program act much more proactively to stop inappropriate and destructive behavior. In the student council meeting, a number of student leaders mentioned the need for students to “tone it down” and follow rules or “everyone in the building [will] hate us”. Crowding the elevators has led to breakdowns and disrupted the work environment for neighbors in the building, and some students have defaced signs explaining the rules in Spanish and in English. That the student council was concerned is telling. They want more structure and more support. In sports as in life, the best defense is good offense.
I. STUDENT LEARNING

A. Pre-departure

i. Internship application form: Students were unclear about which internships were available to them once they arrived on site. Many were surprised to learn that they were limited to certain internships based on their language level. This affected their ability to receive credit for the internship. The catalog does not make these limitations clear.

Recommendations:

• Provide much more information about internships prior to application. Clarify language requirements and fields of placement (business, educational, etc.) that are available to students in Spanish or English (see below).

ii. Language placement: We received numerous complaints from a wide variety of students about language placement on site. We observed a significant discrepancy among the language levels of students in both the language and the area studies courses. Faculty also expressed concern about the disparate levels in the area studies and language courses. There is a significant tension between students’ expectations regarding placement and the results of the placement exam on site.

Recommendations:

• Require that students take an online placement test after they are accepted into the program to help the Buenos Aires staff and students to develop more accurate expectations about language levels.

• Ask students with concerns about their score on the placement exam to work with their home campus and the BA staff prior to arrival. Students who do not place in the level they expect might seek tutoring, take an additional course, or request other support from the home campus prior to departure.

• The onsite staff should make determinations about cases that are close calls on an individual basis.

• At some IES Abroad centers, students are permitted to take a course which they need to attend and for which they are slightly under qualified if they sign an agreement to attend regular tutoring sessions on site. This may be effective for the Buenos Aires Center also.

iv. **Internship advising**: Students felt unprepared for the realities of internship placements on site. Several complained that they were unable to access the internships they had received pre-approval to take. Others complained that they had not been placed yet, halfway through the semester.

**Recommendations:**

- Advise students better on available internship opportunities and timing of placements.
- Where possible, improve timing of placements to ensure students have sufficient time to take advantage of the placement itself. (See below for recommendations on the internship program generally.)

v. **Catalog corrections and rewrites**: We found several areas of the catalog that could be revised to help students better understand the realities of the onsite program.

**Recommendations:**

- Address the division of the program by topic as well as level or program “track” (see curricular design recommendation below).
- The names of the programs in the catalog are confusing. It appears that there is no intermediate level, but that is the most highly enrolled level on site. (See below for recommendations on dividing the program.) If the program is not divided as recommended below, a clearer explanation of the current levels is called for.
- List all of the internships together in the course catalog and then address the language requirement of each seminar (as recommended below).

**B. On-Site Cultural and Academic Orientation**

i. **Student Affairs**: We learned that the orientation is thorough and that it covers the necessary topics. However, we suspect it could be more effective if it were more practical, focusing on the challenges students face and solutions they need. Students also could benefit from structured activities outside of the IES Center as part of the orientation. This would allow them to familiarize themselves with BA and gain a greater sense of comfort and independence earlier.
Recommendations:

- Find creative ways to incorporate Buenos Aires in the orientation in practical ways. For example, have SOAR groups meet outside (plaza, café, museum, etc.) as part of orientation program.

- Develop a cultural passport that would reward them for visiting certain sites and reporting back; including RAs or SOAR group leaders would also be beneficial.

ii. Cultural Adaptation: There was no evidence of ongoing discussions regarding cultural adaptation aside from the SOAR bulletin board, which presented some student work related to their experience in Buenos Aires.

Recommendations:

- Program structured meetings outside of the Center throughout the semester to incorporate SOAR (i.e. cafés, botanical gardens, etc.).

iii. Academic Orientation: Students do not seem to begin classes with a clear understanding of Argentine expectations of their behavior and classroom experience. Faculty expressed similar concerns. While the instructors all seemed willing to adjust to the U.S. students’ expectations, we do not believe this is ideal. Both students and faculty should make efforts to accommodate the other culture. The advising staff said that they present some materials to the students taking courses at Argentine universities, a more thorough and focused coverage of the differences in educational systems and academic expectations for all students in the program must be included.

Recommendations:

- Provide a more thorough overview of the Argentine educational structure and expectations to all students at all levels. Because all students will have Argentine professors regardless of whether they enroll in a local university or not, the committee feels every student would benefit from a thorough discussion of local academic customs and expectations.

- Clarify IES grading standards both for IES Center courses and for direct enrollment courses. Conduct a comprehensive session on academic culture (IES and local universities) to manage student expectations.

- Consider holding a “mock lecture” the first week of class for students attending local universities. Consult with IES Berlin for ideas and suggestions.

- In the third week of classes, review these expectations with the students and discuss challenges students have encountered and strategies for succeeding.
iv. **Grading and assessment:** Students and faculty members discussed grading issues. Some faculty grade on the local system and others appear to use the American one. Staff and faculty seemed to like the idea of uniformity and clarity, and they requested additional support on how to implement a grading rubric.

**Recommendations:**

- Develop a standard grading scale with grading rubrics for both Area Studies and Spanish-language courses. Explain grading standards and rubrics for both language and areas studies courses during orientation. See IES Abroad Academic Guidelines.
- Explain how IES translates Argentine direct-enrollment grades into the US grading system.
- Faculty expressed a desire to have training on U.S. assessment standards and techniques. (Note: The Director said faculty are given clear grading guidelines but are hesitant to hold U.S. students to Argentine standards. We did not hear evidence of this in our conversations with faculty or students.)
- Students and faculty claimed they do not have access to grading criteria. Faculty also claimed they would welcome such guidelines, especially since they spend a good deal of time answering students’ questions about their grades. Students and faculty also both stated that the grades are typically lower than what the U.S. students expected, which would indicate faculty are holding the students to certain standards. Either the grading and assessment guidelines need to be developed or they should be distributed and thoroughly discussed with faculty and students.

C. **Instructional Quality**

One general and pervasive comment we heard from students in the beginning and intermediate levels is that the courses were far easier than their home campus courses. Notably, the advanced students did not seem as concerned about this. Several stated they felt as if they were reverting to high school – based on the structure of the classes and the type of work required. Specifically, they commented that they were expected to repeat factual information rather than to analyze it. This was not a universal complaint, but we heard it enough to be concerned. We asked students what their instructors did that was most effective and what was problematic. We then incorporated this information into our presentation to faculty. (see addendum.) Ironically, when we spoke to faculty, they commented that the U.S. students seemed to be at the level of Argentine high school students with respect to preparation and expectations. It was difficult to determine where the problems were developing, and there does not seem to be one easy solution. However, the inconsistency in student language level, preparation and motivation do seem to play a significant role in
student and faculty dissatisfaction. Setting better expectations as noted above may also improve communication.

**LANGUAGE COURSES**

The language courses are a critical component of the IES Buenos Aires program. As such, language pedagogy, methodology and teaching techniques receive the most attention in this report. Some students expressed great satisfaction with the language classes, while others claimed that the courses were ineffective. Some even claimed the courses caused them to go backward in their progress in the language. There was definitely an inconsistency of effectiveness in engaging the students across the classes. We observed all Spanish language teachers and took notes on an observation template that we submitted to IES. We found some common themes. In general, the faculty members all espouse contemporary teaching techniques and claim to use a variety of approaches (group work, pair work, individual). They also hold regular faculty meetings with the coordinator. We can see evidence that they are engaged with the students, interested in professional development, and willing to accept constructive feedback. Despite the fact that the faculty all expressed interest in and awareness of ways to make the classroom more dynamic by varying techniques, we did see very little evidence of group work and much more reliance on the book than we would have expected.

i. **Classroom management and behavior:** Some students dominate a class if the professor allows it and others simply do not choose to participate. This is especially problematic in a language class as so much of the learning is done through interaction. The Argentine faculty explained that calling on people is not culturally appropriate. It can be seen as “violento”, or embarrassing. We realize that this may be difficult; however, there are other ways to ensure full participation.

**Recommendations:**

- Include more interactive exercises in classes (see below). Divide students into small groups or pairs and vary the class format and interactional patterns (pairs, triads, groups of four, whole class, etc.) to ensure all students are using the language while at the same time giving students different options for engaging with the language and the class.

ii. **Friday Classes:** Students universally complained about classes on Friday. The committee wholeheartedly supports holding classes on Friday; however, we realize that the classes must be engaging and valuable for students to feel they are worth their time. We did ask some students if they would mind so much if their favorite area studies professors taught on Friday. Most said that they would voluntarily take the course. One student said that “a lot of anger comes from the feeling that you really don’t need to be there” to get a good
grade or improve your language ability. Making classes more engaging, particularly on Fridays, would help.

**Recommendations:**

- Fridays would be a good day for dynamic activities, field studies, interactive material such as video clips, news materials, etc. Fridays might be a day to use a more “whole language” approach and break the rhythm of the rest of the week. Faculty might also borrow ideas from the “tasked based” communicative approach whereby a larger project (development of a magazine, a guide, a web site, etc.) is divided up over the course of the semester. Fridays would be a good day to work on this larger project.

- Another possibility is to set up “talleres” or workshops on Fridays. Each Friday workshop could be devoted to a cultural topic or a grammar point students struggle with. The instructors might chose the topic based on weaknesses they observe or they might elicit ideas from students.

iii. **Disparate levels in a single class:** Instructors and students both expressed frustration at the wide range of language abilities found in one class of ten students. Students are placed based on test results, but then their class/level may be changed due to instructors’ suggestions or scheduling conflicts. The challenge seems to be to maintain small classes, place students in the appropriate level, and ensure the other courses inside and outside the Center are accessible. See our recommendations regarding placement tests. Dividing the program into distinct tracks would also help improve this issue.

iv. **Training:** Faculty all seem capable and well prepared in their field. They expressed openness to new ideas and to collaboration with other IES Centers. All seemed to want additional support and on-going training. Some of this currently happens at faculty meetings, but might be reinforced.

**Recommendations:**

- Encourage the coordinator to work with the language faculty as a group. Offer pedagogical training to share successful methodologies and techniques and to help bring all instructors up to the same level of effectiveness.

- Organize structured interactions and trainings with other Spanish language programs in the IES portfolio (i.e. Barcelona, Granada, Santiago, Quito, Salamanca, Madrid,) to allow instructors to share successes, challenges, and solutions to these challenges.

v. **Asking questions.** We observed that a number of instructors asked a question and, when nobody answered, they simply gave the answer themselves. This does not allow (or force) the students to stretch their skills.
**Recommendations:**

- It may be more effective to rephrase the question or call on someone.

vi. **Interaction patterns and error correction:** Some instructors interrupted the students during communicative activities either to correct their mistakes or to finish the students' thoughts for them.

**Recommendations:**

- We recommend that interruptions for error correction be used sparingly, only in structured grammar practice activities. In communicative activities, allow the conversation to flow freely until a natural break in communication occurs. One instructor allowed students to lead the discussion and try to get their point across, without intervention. She took notes on the interaction and then, after a break in the communication, she reviewed errors with the students. This seems to be an effective way to encourage participation and focus on error correction.

vii. **Local culture:** Some instructors made effective use of local Argentine culture in the course. One instructor had assigned a reading on tango and led a discussion on the topic. One student talked about her experience with lessons at a *milonga* and then returned to the reading and to more structured activities. Another instructor effectively led a debate on immigration, comparing the issue in Argentina to the U.S.

**Recommendations:**

- Class time is also an excellent opportunity to use the local culture. Homework is best reserved for formal grammar practice.

- Instructors should share activities that engage the students in class and allow for a review of important grammar concepts within the context of the local culture.

- Instructors may want to visit each other's classes to observe a particularly successful activity in order to incorporate it into their own classes.

viii. **Warm-up:** It is important to begin the class with a warm-up or introduction. Often this is an opportunity to encourage students to speak in an unstructured way about their experiences. The best instructors use this “small talk” as an effective classroom too. For example, one instructor began a free-form discussion with the students about a trip one of the students took. The instructor let the discussion go on for a while until one student used or attempted to use the subjunctive, which was the topic for the day. She then used this as a transition into the day’s lesson. This type of transition makes the language more “real” for the students as it draws on their own experience and use of the language to make a particular point.
ix. **Use of Space and Classroom Resources**: Some instructors made excellent use of the class space. Most of the rooms were arranged into a U shape or a circle, allowing students to see each other. Many of the instructors used the white board effectively to structure grammatical patterns and vocabulary items. White board space was organized into sections, grammatical patterns clearly outlined, and colors used for emphasis or for exceptions.

x. **Use of Workbook**: The instructors have recently selected a new workbook series from Spain. It does provide interactive activities, however is less effective with grammar. The new Latin America-focused versions of the book are more appropriate for local culture. It appears the faculty are piloting this version. Although the book is an attractive resource, some students complained that instructors used the workbook almost exclusively in class. We also observed that the workbook was the dominant source of activities in classes.

**Recommendations**:

- We encourage the use of multi-media presentations whenever possible in order to inject variety into classroom meetings. Film clips, Power Point presentations, CDs and any other creative means of presentation will help to address a complaint that the workbook and whiteboard are the primary means of instruction. One instructor made effective use of a vocal recording using local dialect, and this appeared to be effective.

- Rely less heavily on the workbook by having students complete workbook activities as homework or in small groups and pairs in class.

- Finding time to correct homework without wasting valuable class time on rote activities is a challenge. Some possibilities include the following. The beginning of the class might be devoted to spending a small amount of time to correcting the homework activities in small groups or having students come into class and immediately put their answers on the board or on a transparency. Then, the instructor can progress from this warm up section of the class and error correction mode to more interactive and group-oriented work.

xi. **City as text**: Finally, we would like to see the language courses make better use of Buenos Aires as classroom. There are a variety of activities students can do outside of class that can be incorporated into the more formal work they do inside the classroom. A weekly cultural journal with activities that require students to visit, observe, or ask questions and report back is one effective tool. Another possibility is to use the Friday session for “field study” activities outside the classroom.
AREA STUDIES COURSES

We observed five area studies courses overall. It was challenging to visit area studies courses because the Center Director had programmed meetings with the staff, students, homestay visits, and other activities during the middle of the day when most of these classes are held. We observed one of these courses on a field study. However, the committee had ample time to interact with the faculty because we conducted two long trainings in open-forum format. The instructors we met with were engaged in their field of study or their professional field and were enthusiastic about teaching at IES. This is a great advantage for the students who have access to opportunities through these instructors that they would not otherwise have. The main concern we heard was about student preparation. Because students come to the program with varying backgrounds – in the academic discipline, in their language ability and in their personal experience – faculty find that there is often a significant discrepancy among the linguistic and content-related preparation the students bring to class.

i. **Disparate language levels**: We discussed this above in the language course section; however the issue affects area studies courses as well. Faculty are concerned about significant differences in language ability among the students in the area studies courses taught in Spanish. Some students have serious linguistic limitations, which affects the instructor’s ability to deliver the course content.

**Recommendations**:

- Dividing the Center into two distinct programs will help avoid these disparate levels as long as the staff adhere to the division as articulated in the catalog.

- We have seen an “inflation” in language levels in the profession of language teaching which parallels grade inflation. The level called “advanced” at many colleges and universities often enrolls students who perform at an intermediate level. There may need to be more division of the upper levels such as Advanced 1, Advanced 2, etc. Perhaps some of the students in the English language program will actually be advanced learners and some Spanish-language opportunities may be provided for them as well.

- The Advanced Program may need a higher pre-requisite number of previous semesters of language instruction (5).

- IES Abroad might consider allowing students and their home schools to choose whether the student is capable of enrolling in the Advanced program or prefers the English-language program. This would avoid enrolling unmotivated students in the Advanced program. Some large public universities allow their advanced students to take courses in English and students want this option. Forcing students to enroll in one program based merely on their previous number of semesters of language study may not be
an effective way of filtering the most motivated students. Alternatively, IES Abroad might use the pre-departure language test as a filter.

- Developing a strong focus for the Advanced Program and a clear “identity” or “vision” for the program will help the IES Abroad recruiting and marketing departments identify the most appropriate students more effectively.

ii. **Course pre-requisites:** Faculty expressed concern that there are no pre-requisites for the classes – that having no prerequisites leads to a lack of academic rigor. This was mirrored in students’ complaints about the varied levels of preparation among peers in their classes.

   **Recommendations:**

   - At minimum, add “preferred prerequisites” to some area studies courses – although solid pre-requisites would be preferred. This would lead to a more balanced level of knowledge within the classroom. These are not necessary for all classes, but some of the upper-division history and political science courses do require some previous background knowledge. We leave individual decisions to the Center Director and Dean to decide and review with the Curriculum Committee.

iii. **Class size:** It is important to keep classes small in order to allow instructor to effectively manage varied disciplinary and linguistic preparation among students. (One instructor had 45 students in his class last semester.)

   **Recommendations:**

   - Limit classes to 15-20 students. Consider opening a second section for popular classes, particularly classes that focus on group work, field study, or discussion.

iv. **Academic culture and student engagement:** The Argentine educational system stresses reading and facts, which can be new for U.S. students who are used to argumentative essays. Instructors find balancing their need to test facts with the students’ desire to debate. Several students saw this focus on facts as a return to high school. We did not agree with this student assessment; rather, we understand the need for students to understand the facts before they can engage in informed debate. However, some accommodation on both sides is necessary to achieve a successful academic program.

   **Recommendations:**

   - Encouraging reading is important and will help ensure students are prepared for class and able to engage in discussions and debates. One instructor made effective use of short quizzes to encourage reading. Other professors have adopted the U.S. style syllabus, which outlines reading that is required for each class session, to allow students to prepare and to help organize the
class. Some centers borrow techniques from the language classroom to encourage reading. For example, in the introductory part of the class, students can be asked to present three strengths and three weaknesses in the arguments made in the reading, restructure the reading according to a different point of view, or engage in a debate about the reading. These techniques also help the instructor to target content areas that may be missed by students with lower language skills.

- Suggestions for fostering student interaction include, among others, the following. One instructor uses PowerPoint and a blog and brings in current events in the U.S. as a comparison point to engage students. Yet another instructor breaks students into smaller working groups to review material and do analytical work.

- The committee recommends that instructors share techniques with each other through more frequent faculty meetings or, possibly, peer observation or co-teaching.

- The Dean should consider appointing a coordinator for the area studies instructors (similar to the Language Coordinator). The Coordinator could host regular meetings with area studies course instructors and the Director to discuss challenges and solutions. The faculty actually asked for these meetings and would welcome this opportunity. The faculty also asked for help with developing their syllabi to improve their classes.

### B. Curricular Design

i. **Program Division.** The main challenge we observed relates to the division of the program. In the program materials and on site it is unclear how this program is structured. There is no official intermediate level, yet most students place into intermediate. There is an Advanced Honors program that does not force students to enroll in local universities and is severely underutilized. We found students in the “advanced” level who are truly advanced speakers and others who are really performing at the intermediate level. Some students who are placed in advanced do not want to push themselves to do the advanced work. There are also students who are placed in intermediate, want to push themselves, but don’t have the opportunity. All of this results in significant disparities in linguistic preparation and motivation in the classrooms. While we have given specific recommendations regarding this disparity, our most significant recommendation is a restructuring of the program.

**Recommendations:**

- Create two separate programs in order to allow students to choose how intensive they want their academic experience to be. Program 1 would be developed for beginning, intermediate, advanced intermediate, and advanced students who want the option to take area studies courses in English and
Spanish. Program 2 would be designed for advanced students who want to take their courses in Spanish and want to push themselves academically. IES might consider calling this program something like Advanced Hispanic Studies Program and giving it a curricular focus. This program would only enroll students with 5 semesters of Spanish who specifically opt into an immersion experience. The Advanced Honors track would be deleted as there is very little that distinguishes it from Advanced.

ii. **Curricular focus**: Some students said that courses overlap (i.e. three courses on globalization) and there is a notable lack of courses in some areas such as art history, foreign policy, arts and social justice or religion.

**Recommendations:**

- **Advanced Program**: There are several ways to approach this problem. One is to review the curriculum and develop one or more areas of specific emphasis. Another method of special relevance to the advanced program is to use the direct-enrollment options to satisfy student interests in specific disciplines, allowing IES to expand area studies options in the general-interest program. Naturally, not all courses or disciplines will be available in both languages.

- **English-Language/Area Studies Program**: This program has no particular identity or curricular focus. Not all centers or programs need this; however, there are some natural fits for Buenos Aires such as human rights, social justice, Latin American Studies, etc.

**Recommendations:**

- Consider developing a stronger focus for this program. This may improve the cohort of students the programs attracts.

C. Internships

i. **General observations**: The internship coordinator believes she can accommodate all types of internships (government, political science, service learning, teaching, arts) in both languages. However, not all seminars are offered in both languages, which severely limits students’ opportunities. For example, one qualified business student was forced to take a political science internship placement only because the student had too much Spanish to take the course in English.

This is a major source of concern because the internships on site are truly unique opportunities not available in other programs. We visited a local hospital, an arts institution, and a major bank foundation, which provides social services to the community. In these opportunities, we found students working in Spanish with the local community, observing disparities in social and economic class, and analyzing data on these subjects. The coordinator seems particularly engaged with the students and uniquely qualified to find
and set up these kinds of experiences. She expressed her concerns about the structure of the courses as well and indicated that she could find even more internship opportunities if internships were expanded to become a focal point of the program. We feel the structure is hampering the growth of the internship program and that it should be expanded significantly.

**Recommendations:**

The committee finds two options, but if you are going to offer internship opportunities, this situation must be resolved:

a. Allow advanced-level students the option to take the course in English if the student is qualified and interested in the subject matter of the internship and has home school permission.

b. Alternatively, allow students to choose between a Spanish or English-taught internship course for each of the areas offered and clarify this in the IES catalog.

c. Rather than offering four or five topical internship seminars, offer an internship seminar that focuses on the general aspects of cross-cultural communication, Argentine working environment, etc. that are relevant to all students. London has a model that may provide some inspiration.

ii. **Timing of placement:** During the program review, internship students had completed nearly half of the semester and many had only been placed recently. The coordinator says that she waits to place students until after add-drop to avoid damaging relationships with internship providers when students drop out.

**Recommendations:**

- There must be some way to better place students by improving the pre-departure advising (see above) or possibly shortening the add-drop period for internships. Another option is to create stricter pre-departure requirements or selection criteria.

- Lack of student commitment to the internship experience is a frequent comment we hear from internship coordinators around the world. Perhaps the requirements for internships need to be different than for other courses. Possibly design pre-departure orientation about the internship experience to set different expectations.

**D. Field Study and Trips**

i. **Field Trips:** The Center has been vexed by the challenge of offering the right combination of field trips. Although they have tried several options over the past semesters, nothing has seemed to work. We heard from students that
the timing of the trips was problematic. Students also expressed a perceived lack of value; they think they can plan their own trips for less money.

**Recommendations:**

- Plan shorter trips at the beginning of semester to give students the opportunity to learn more about Argentina before they become more interested in independent travel.

- The idea of organizing a field trip on spring break is simply not effective. We interviewed students about this and they were universally not interested in an organized field trip over their break because that is when they want time for independent travel to more “exotic” and often international destinations.

- The Coordinator requested a conference call with other Field Trip Coordinators at IES-Centers to share ideas and strategies. This should happen in a timely fashion.

- We also recommend that the staff do short videos of students who enjoyed the field trips and have them share these in orientation. This should help with the perceived value of the trips.

- Ensure that field trips are balanced varied in focus (outdoors activities, cultural exploration, trips to monuments and museums, service activities, etc.).

- Consider the idea of monetary cultural reimbursement for specifically relevant activities approved by the Center.

**Field Study:** Students expressed an interest in field study linked to their classes, and some faculty do this extremely well (theater, human rights, history). We walked the Plaza de Mayo on Thursday with Professor Rice and observed how he uses his experience in human rights in his teaching. We also accompanied a professor on a visit to Borges’s neighborhood and listened to a poetry reading near the home of the writer. Students state that the use of field study is highly engaging and effectively motivates them to participate in the class. However, the use of field study is inconsistent, and many professors do not implement any field study at all. The faculty we met with mentioned a desire to incorporate more field study opportunities into their classes; they see the benefit of using Buenos Aires as a classroom. However, it is impossible to schedule out-of-class activities since there is not common free time for students. Faculty also expressed a need for logistical support to organize or coordinate the field study.
**Recommendations:**

- Block a time during the week (one afternoon per week) when students do not have class and dedicate this time to field study knowing that students would not have another academic commitment at that time. (This might be a way to use Friday mornings that would seem valuable to the students.) During this time, faculty can plan longer excursions that enhance the class material.

- Greater field study might require more logistical support from one of the coordinators. This would allow faculty to truly incorporate substantive field study more uniformly across the program.

- Encouragement and support for field study needs to come from the Director of the program to ensure effective implementation. Without the constant support and impetus from the Director, it will be difficult to change habits.

- The activities should be guided and include the instructor, rather than independent visits completed by the students. If the students are to attend an event independently, they should be required to submit a written assignment that has them link the event/activity to the coursework.

- Whatever is done, we must emphasize the importance of field study that is linked directly to the content of the course. Merely complying with the requirement by setting up a visit to a museum is not sufficient. Development of pre- and post-even activities that make these links to the curriculum are crucial for successful field study.

**E. Engagement in IES-Sponsored Cultural and Social Activities**

The staff clearly make an excellent effort at making students aware of activities by email, the cultural bulletin board, etc. Students often complain, however, that they receive so many emails that they simply stop reading them. They said text messages would be unreliable in Buenos Aires and ineffective for this purpose.

**Recommendations:**

We recommend a weekly update on Monday morning that lists all activities for the week. This can be distributed by email as well as posted in the Center in hard copy form. In addition, a list of set activities and dates could be given to students at Orientation to let them plan ahead.

**F. Involvement in Other Academic, Political, Economic and Cultural Institutions**

The program has relationships with several outside institutions that allow students to directly enroll in local university courses. While on site, we requested a visit to Universidad de Buenos Aires (UBA). Unfortunately, our schedule of other meetings and Center class visits did not allow us time to visit UBA. Our impression from talking to students was that the courses at UBA were very valuable because they are completely distinct from anything students could
access through the Center or in the U.S. Students also indicated that the UBA courses had a very diverse group of students (mixed ages and backgrounds) and that most local students are there because they want to learn. The UBA system and structure can be unorganized and chaotic, but students felt this was a great learning experience. At least one student with whom we spoke indicated that the switch to a two-track program with an advanced track that placed students at local universities would be an excellent option. (He was a serious student who was auditing a UBA course just for the experience and wished he had been able to take the majority of his courses at UBA.)

We also observed that several courses made excellent use of outside institutions to enhance their in class materials. See section on Field Study for details.

i. Kristi and John visited three art museums on Friday and over the weekend. We feel that the MALBA (contemporary Latin American art) and the Fine Arts museum are complementary. Both are effective teaching museums that offer opportunities to study international movements in art history and to compare the contributions of Latin America Arts to those of their international peers in Europe and Asia. While students attend visits to some of these institutions, it is unclear how effective the actives are and there was no evidence that museum visits were directly linked to the curriculum in any way. Visits to MALBA can be useful in a wide variety of classes, since many works in the collection address cultural and/or social issues.

ii. We suggest the center consider offering a course on the Art History related to the areas of emphasis that the dean and center director choose for the program.

II. RESOURCES FOR ACADEMIC AND STUDENT SUPPORT

A. Faculty Qualifications

Faculty were well-qualified, enthusiastic and open to working with IES and the program Director to improve their teaching as needed. They seem to be cognizant of the need to balance the U.S. and Argentine styles of teaching and academic expectations. However, they could benefit from additional training and mentoring. The impetus for this instructor training needs to come from the Director.

Recommendations:

- Have the Director provide additional training regarding U.S. systems and expectations. Have Director provide opportunities for training across Spanish-speaking IES centers to allow for Buenos Aires faculty to share ideas with others in IES organization that are dealing with similar students and expectations.
B. Faculty training

While on site, we were asked to conduct two seminar-style training sessions with the instructors of the area studies courses. (See addendum for presentation.) Our discussions with the faculty proved them to be engaged in the program, articulate regarding their courses, and open to suggestions for working with U.S. students and creating a balance between the U.S. and Argentine systems and expectations. We were very pleased with how receptive the faculty were to our ideas and suggestions and with their enthusiasm for the program and their students. They seemed eager to continue this type of training and discussion.

Recommendations:

- Have the Director organize a structured series of training opportunities throughout the semester (perhaps two per semester) that will allow faculty to engage in discussions regarding pertinent pedagogical questions and to share challenges and successful methodologies.

C. Academic Advising

Students universally expressed positive feedback for the academic staff and feel the staff are knowledgeable and helpful. However, students believed that two staff members are too few to handle the advising duties of such a large program during the registration “crunch period” (basically two staff for 180 students in two days). Students felt stressed out and unclear about what was happening. Students did not believe their experience of chaos or disorganization was due to any problems with the staff ability but simply a structural and procedural issue. Students expressed universal praise for the Buenos Aires staff and their engagement and support with them.

Recommendations:

- It may be useful to bring in additional trained advising staff on a short-term basis and set the expectation that they will dedicate their time (i.e. internship coordinator, possibly faculty) to assist. Specifically, during registration, there should be at least four) dedicated staff members whose sole responsibility during that time is to advise students and register them in their courses.

- Foster more teamwork through frequent staff meetings. Cross-train on various areas so that staff can help each other during work-intensive times, such as initial advising and registration. Staff feel very responsible for their areas and may resist sharing the responsibilities and burdens. While we understand that, the larger program size now requires more creative use of staff and more effective teamwork to ensure that resources are allocated appropriately.

- During registration, students are assigned advising appointments by last name. We recommend that students be divided by level rather than
alphabetically. This would allow for more efficiencies as students with the same questions, concerns and needs would be grouped together. This would also allow additional staff with certain specializations to participate in and help with the advising process (i.e. internship coordinator advising internship students, Spanish professor advising the advanced students, etc.).

*Note:* When we met with the Director to share our recommendations, she indicated that the staff is currently assisting with registration and advising as we have outlined here. However, we heard from the staff and from the students that this is not the case and that there is certainly an ongoing and serious concern. Perhaps it is a matter of formalizing a currently informal process by assigning specific people to this task and charging them with solely advising and registration during the two days of registration. In any case, the system must be tightened up so that student needs are being served appropriately.

D. Library and Resource Center

Several faculty mentioned that it would be useful to have a wider variety of newspapers available so that current events could be used in class. Students said that one of the most effective aspects of the most highly praised courses was precisely the connection of the course to local events and contemporary issues. In addition to newspapers, local news magazines such as the local equivalent of Time or Newsweek would be effective.

*Recommendations:*

- The Center should subscribe to a variety of news media and enhance their currently limited selection. Faculty should incorporate current events and the reading of newspapers into the class, where appropriate.
APPENDIX I

PROGRAM REVIEW CHARGES
Buenos Aires Mini Review
Charges to the Committee

Kristi Wormhoudt, Chair
Cori Filson, Co-Chair
John Lucas, Secretary

Introduction:

IES Buenos Aires is uniquely situated to explore the issues of literature, culture, language, politics, and human rights in Argentina, and the program makes effective use of its location in multiple ways. Its academic program includes a language curriculum for students at beginning, intermediate, and advanced levels, area studies courses, and partnerships with local universities, including universities where students at the beginning and intermediate levels of language can enroll.

The IES Buenos Aires Center facilities are in one of the central areas of downtown Buenos Aires convenient to coffee shops, internet cafes and a short walk to bus, subway and taxi transportation. The majority of students live in homestays with local families, and all the homestays and residential halls are located in distinct neighborhoods that offer students a range of localized Latin American experiences.

Given the vibrancy of Buenos Aires as a location, multiple challenging academic options for students at various language levels, exciting destinations for field trips, and a dedicated staff, the Center is likely to continue growing. The recommendations that follow are made in light of this scenario, to develop the Center’s offerings in order to continue to serve U.S. students for many years to come.

The last full Program Review of the Center took place in 2005. The Committee found the center to be effective in many ways but noted some challenges in the areas of curriculum and instruction. As Buenos Aires is about to undergo a division into two separate programs, this mini-review is designed to evaluation progress towards the improvement of the curriculum, specifically the teaching of the Spanish language. It will also assess the changes that are underway and make some recommendations for their successful implementation.
Purpose:

The mini-review is designed to address some persistent challenges the IES Buenos Aires Center faces in the areas of instructional quality and curricular design.

Goals:

1. The Committee will assess the overall learning environment to ensure that it supports and advances the IES Abroad mission and the IES Abroad MAP.

2. The Committee will assess the effectiveness of language placement. Specifically, the committee will examine how students enroll in each of the various programs and, once assigned to a program, how students are assigned to a specific language level.

3. The committee will assess whether the criteria for taking Spanish-taught IES courses and partner University courses is appropriate.

4. The Committee will evaluate the effectiveness of course design, teaching methods, and overall course offerings.

5. The Committee will make recommendations regarding the separation of the Center into two programs based on language ability or other criteria.

Objectives:

The Committee will report on the degree to which the Buenos Aires center achieves its objectives. Each of the following rubrics represents one objective drawn from the IES MAP. Additional rubrics based upon Program Dean evaluations, student evaluations, and other methods are highlighted in bold and in Italics.

The Committee is instructed to pay special attention to rubrics that are highlighted in this way.

Each of the remaining objectives bears in parenthesis the priority level the objective should have in an effort to guide the Committee members on how much time to spend on each of the areas during the course of the review and in the report writing process:

High Priority: This is a key objective of the mini-review and should be addressed thoroughly in the report.

Medium Priority: This rubric clearly supports the primary objective of the review and some time should be invested in assessing this objective.

Low Priority: This rubric may or may not help illuminate the primary academic goals of this review. The committee should use its discretion in addressing this rubric and spend time on it only if it advances the goals of the review.
I. Student Learning Environment

A. Pre-departure Information (Medium priority)
1. Information presented to students includes practical information about academic program requirements, living and travel arrangements, safety and health considerations, and expectations about expenses.
2. IES information begins to prepare students for the challenge of crossing cultures.
3. **Students are adequately advised about the language level required for enrollment in Spanish-taught electives at IES Abroad and Spanish taught courses at Argentine partner universities.**
4. **Language level is adequately assessed, whether this happens prior to departure, after arrival, or both.**

B. On-site Cultural and Academic Orientation (High priority)
1. IES Center conducts an extensive initial orientation program for its students that includes information on gender and race relations in the host country, emergency protocols, health services, safety measures, local laws, independent travel, and skills in intercultural development.
2. Staff and guest speakers knowledgeable about the local culture conduct the orientation.
3. Under appropriate supervision, students are given immediate opportunities to explore and function in the local setting (e.g., travel, eating, attendance at local cultural events).
4. The IES Center provides on-going opportunities to discuss cultural adaptation.
5. **During the academic advising process, students are given enough information to make appropriate course selections.**
6. **Students are adequately informed about partner university options.**
7. **Spanish language placements are confirmed and students are placed into the correct language level.**

C. Instructional Quality (High priority)
1. IES faculty are evaluated by student surveys for each course they teach and Center director reviews evaluations.
2. IES faculty expectations of student work are rigorous.
3. IES faculty participate in orientation programs on learning styles and expectations of American students and appropriate teaching strategies.
4. IES faculty utilize instructional technology when appropriate in their teaching.
5. IES faculty are encouraged to meet formally and informally to discuss pedagogy, course content, and student progress.
6. Class experiences make effective use of location through field study and local cultural institutions.
7. **Spanish professors are adequately trained in contemporary, outcomes-based teaching methodology**
8. **Spanish professors are appropriately trained in how to assess language competency according to an established set of rubrics**
9. **Spanish professors take full advantage of out-of-class opportunities for language learning (including housing, local Argentine students, cultural activities available in the city, and others)**
10. **There is a tutoring program available to help struggling students**
11. **Courses start and end on time.**
12. **Professors adequately monitor student behavior and reinforce a positive and constructive learning environment.**
D. Curricular Design (High priority)
1. Academic program is designed in keeping with the character of local academic practice to promote students’ academic cultural integration.
2. Academic program is designed to encourage independent learning.
3. Academic program is designed to enhance student engagement in the intellectual, political, cultural, and social institutions of the host country.
4. Course content and curriculum reflects the variety of cultures of the host country.
5. Out of classroom activities are integrated with in-class course work.
6. Sequence of courses and learning experiences are designed for academic credit at IES member and affiliate member schools and other U.S. institutions.
7. The curriculum meets the needs and interests of current and potential IES students.
8. The program division is appropriate for the current cohort of IES Abroad students
9. The program division is clear to students, staff, and faculty
10. Prerequisites for enrolling in Spanish taught courses are appropriate for the courses.
11. A system of language placement occurs so that excessive mixing of language levels within one level is avoided.
13. Activities and homework assignments are useful and clearly tied to curricular objectives.

E. Internships (Medium priority)
1. Internships and Field Placements give IES students the opportunity to participate in and to critically observe a segment of the work force in the host country.
2. Internships make effective use of location and local resources.
3. Internships include an academic component that follows IES guidelines.
4. Internships help develop intercultural cognitive and interpersonal skills.
5. Internships are conceived as community-based learning and require students to synthesize the practical and theoretical aspects of their work site.
6. Internship sites meet IES workplace standards.

F. Field Study and Trips (High Priority)
1. Field studies reinforce the IES Academic Center’s academic goals and students’ intercultural development.
2. Supervised field study is integrated into the academic program.
3. Staff guides are qualified to lead field trips.
4. Field trips meet IES safety standards for supervised travel.
5. Guided field trips help students take advantage of the region and result in more learning than if students attempt to travel on their own.

G. Engagement in IES-Sponsored Cultural and Social Activities (Medium priority)
1. The IES Academic Center organizes activities that facilitate student engagement in the local culture.
H. Involvement in Other Academic, Political, Economic and Cultural Institutions (Low priority)
   1. Students are given guidance and directions for involvement.
   2. Representatives of local institutions are members of the faculty.
   3. Requirements for minimal student participation are a part of the course work.

II. Student Learning; Assessment and Intercultural Development

A. Intellectual Development (High priority)
   1. Students demonstrate that they have acquired substantial knowledge and understanding of course material in IES courses and courses at local universities.
   2. Students are guided in developing their skills in critical thinking through programmed exposure to political, cultural and social institutions of the host country.
   3. Students are guided in developing different learning strategies necessary to integrate into the host academic culture.
   4. Students are guided in developing their ability to understand and critique their own value system and ways of knowing that are culturally shaped through programmed contact with a variety of cultural perspectives in the host country.

B. Cognitive Growth (High priority)
   1. Programmed opportunities for students to analyze their experiences contribute to their cultural learning, specifically, an increased ability to recognize cultural difference.
   2. Academic studies, support services, and integrative activities contribute to students’ greater appreciation and respect for persons with differing cultural values.
   3. The IES Academic Center provides on-going opportunities to discuss cultural adaptation.
   4. Assessment of students’ cultural learning is used to enhance the curriculum, student services, and integrative activities.

C. Interpersonal Growth (Medium priority)
   1. On-site IES orientation and integrative activities are designed to assist students in adapting to the culture of the host country and in becoming more comfortable in interactions with persons of different backgrounds.
   2. IES integrative activities are designed to assist students in acquiring general adaptive skills that prepare them to live in a variety of foreign cultures.
   3. Reports of the students’ ability to live comfortably in a different culture are gathered routinely as part of semester-end, general program evaluation.
D. Intrapersonal Growth (Low priority)
1. Curricular and extracurricular activities support students in taking responsibility for their own decisions.
2. Curricular and extracurricular activities support students in gaining a better understanding and acceptance of their unique values and capacities.
3. Curricular and extracurricular activities support students in their personal development.
4. Curricular and extracurricular activities support the development of students’ attitudes and skills that facilitate life long learning.

E. Intrapersonal Growth (Low priority)
1. Curricular and extracurricular activities support students in taking responsibility for their own decisions.
2. Curricular and extracurricular activities support students in gaining a better understanding and acceptance of their unique values and capacities.
3. Curricular and extracurricular activities support students in their personal development.
4. Curricular and extracurricular activities support the development of students’ attitudes and skills that facilitate life long learning.

III. Resources For Academic and Student Support

A. Faculty Qualifications (High priority)
1. Faculty, including language instructors, have academic credibility and appropriate credentials in their host country.
2. The scholarly achievements of academic faculty meet local university or equivalent standards.
3. Academic faculty generally are currently engaged in scholarship.
4. Faculty are selected to teach IES courses based on their ability to teach and their commitment to the IES goals and standards.
5. Faculty are involved in developing new courses according to The IES Academic Center’s curriculum design for approval by the Curriculum Committee.
6. Faculty are sensitive to gender and cultural differences among students.
7. Professionals who teach professional classes have relevant experience in their field of expertise.

C. Academic Advising (High priority)
1. The IES Academic Center advisors to students on course requirements have the necessary academic qualifications.
2. Advisors to students are knowledgeable about IES courses and requirements.
3. Advisors to students on university enrollment are knowledgeable about local university rules and requirements and the local academic culture.
4. Advisors are familiar with the IES Academic Policy Guidelines.
5. Advisors are readily available to students.
6. Center staff is sufficiently knowledgeable about the local academic requirements to appropriately assist students.
F. Access to Local Educational and Cultural Institutions (Low priority)
   1. IES has written agreements with universities for course enrollment and credit.
   2. IES has agreements (preferably written) with universities for access to sponsored activities and student clubs.
   3. IES has agreements (preferably written) with universities or other agencies for access to sponsored sports activities.
   4. IES provides information regarding cultural opportunities.

G. Library and Resource Center (Medium priority)
   1. Resource Center contains up-to-date reference books.
   2. Students have access to one or more libraries at local universities and relevant research centers.
   3. Students are adequately informed and encouraged by IES to take advantage of research resources available to them.
   4. Students have access to specific collections necessary for class assignments.
   5. Resource Center hours are convenient for students, within bounds of building security.
   6. Books and periodicals are adequate for students to complete the course requirements.
APPENDIX II

PROGRAM REVIEW SCHEDULE
<table>
<thead>
<tr>
<th>Time</th>
<th>MONDAY 18</th>
<th>TUESDAY 19</th>
<th>WEDNESDAY 20</th>
<th>THURSDAY 21</th>
<th>FRIDAY 22</th>
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</thead>
<tbody>
<tr>
<td>09:00-10:00</td>
<td>Visita al barrio y IES con Karina Riesgo (los pasa a buscar por el Hotel)</td>
<td>Observación de clases de español JL Advanced</td>
<td>Observación de clases de español JL Advanced</td>
<td>Argentine Poetry RF</td>
<td>Observación de clases de español</td>
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<td>10:00-11:00</td>
<td>Almuerzo con Staff</td>
<td>Ana Principi, Spanish Coordinator</td>
<td>“Historia del Río de la Plata” Field Study: Paseo por Palermo Viejo. El barrio como documento histórico</td>
<td>Almuerzo con Equipo Docente de Español + Coordinadora de Español Administrative Review (John called to attend)</td>
<td>Asado de despedida (Conclusiones)</td>
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<td>11:00-12:00</td>
<td>Reunión con Rosario Tobías, Field trips</td>
<td>Almuerzo con Staff, Academics and Office Management</td>
<td>Almuerzo en Palermo y reunión con Germán Paley y Tadeo Lima (Academic advisors)</td>
<td>Visit UBA (?)</td>
<td>Reunión con CD - Irina</td>
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<td>12:00-13:00</td>
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<td>Asado de despedida</td>
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<td>14:00-15:00</td>
<td>Reunión con Estudiantes 1, beginners and intermediate</td>
<td>Interview Ariel Yabloen</td>
<td>Free Time</td>
<td>Argentine Politics observation</td>
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<td>16:00-17:00</td>
<td>Reunión con Estudiantes, Field Trips</td>
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<td>18:00-19:00</td>
<td>Student Council Meeting</td>
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<td>19:00-20:00</td>
<td>Observación de clases de IES</td>
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<td>20:00-21:00</td>
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<tr>
<td>22:00-23:00</td>
<td>Prepare Workshop</td>
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APPENDIX III

CLASSROOM OBSERVATION SCHEDULE
KRISTI:

Wednesday 9 -11AM

| SP200C | Martes, miércoles y jueves de 9 a 11 | Ana Miramontes | AULA G | Piso 12 |

CORI:

Wednesday
10 – 11AM

| SP250 C | Lunes, miércoles y jueves de 9 a 11 | Valeria Tetti | AULA B | Piso 13 |

11-12Hs.

| SP 250 F | Martes miércoles y jueves 11 a 13 | Ana Miramontes | AULA G | Piso 12 |

Thursday

9-10AM

| SP250 A | Lunes, martes y jueves de 9 a 11 | Diego Alonso | AULA A | Piso 13 |

10-11AM

| Tallor (creat) | Martes y jueves de 9.30 a 11 | AULA E | Vicente Costantini |

11-12hs.

| SP250 E | Lunes, martes y jueves de 11 a 13 | Paola Yaconis | AULA E | Piso 12 |

12-13hs.

| SP300 E | Martes y jueves 11 a 13 | Vicente Costantini | AULA H | Piso 12 |

JOHN:

Wednesday
9 – 10AM

| SP300 A | Lunes y Miércoles 9 a 11 | María Contreras | AULA F | Piso 12 |

10-11AM

| SP300 C | Lunes (1 a 3pm) y miércoles (9 a 11) | Diego Alonso | AULA A | Piso 13 |

11-12hs.

| SP300 F | Miércoles y viernes de 11 a 13 | Mercedes Henjes | AULA H | Piso 12 |
**TUESDAY**

Cori: 5 to 7PM - Government Internship – Prof. Pasarín – Classroom: 13A  
Kristi: 6.30 to 8PM – The impact of Globalization – Prof. Simón – Classroom: 12E

**WEDNESDAY**

John: 5 to 8PM – History of Argentine Cinema – Prof. Bernini – Classroom: 12E

**THURSDAY**

Kristi: 1 to 2.30PM – Marketing in Latin America – Prof. Tessi – Classroom: 12C  
2.30 to 4PM – Argentine Postcards – Prof. Holmann – Classroom: 12H  
Cori & John: 4 to 5.30PM – Argentine Politics & Government – Prof. Gazzotti – Classroom: 12H  
Kristi & John: 6 to 8PM – Arts Internship – Prof. Schettini – Classroom: 12F
APPENDIX IV

CLASSROOM OBSERVATION EVALUATIONS
### Foreign Language Classroom Observation Form

**Buenos Aires Mini-Review, May 18-22, 2009**

**Course:** SPAN 100

**Instructor/Professor:** Mariana Castro  
**Level:** beginner

**Amount of time designated for lesson:**

**Class Size (est.):**

**Observer:** [Handwritten]  
**Date:** 5-19-09

### Part 1: Pre-Observation & Lesson Overview

**Goals of the Lesson (If you spoke to the professor before observing) or Brief Description of Classroom Activity/Lesson:**

Grammar book – vocab – (food)  
used CD – white board – good use of board +  
recording – free responses allow 1-2 students to dominate.

**Interaction Patterns Used (single, small group, large, whole class etc.):**

**Degree to which teacher is employing direct instruction (circle number):**

- Low/None (Students are working independently and/or in student groups)
- Medium (Some teacher direction of the entire class, but half or more of the time as above)
- High (Teacher-directed instruction. Lecture, presentation, etc.)

**Layout of the room:**

- U Shaped
- Rows
- Circle (chairs)

**Other (Describe)**

### Part II. Lesson Observation (Rating Scale: 4 - Outstanding; 3 - Good; 2 - Fair; 1 - Poor)

#### A. PREPARATION

1. The instructor was prepared with a clear lesson plan. 4  
   [Handwritten: too much free response needs to call on each student]

2. There was an appropriate balance of controlled practice and communicative activities. 4  
   [Handwritten: to ensure all participate, some needed to speak after 1/2 hour]

3. The activities were introduced in cultural context. 4  
   [Handwritten: 3 2 1]

4. The activities were oriented towards authentic or holistic language use. 4  
   [Handwritten: 3 2 1]
**B. LANGUAGE USE**

1. The instructor used the target-language in the classroom appropriately: 4 □ 3 □ 2 □ 1 □

2. Use of English was appropriate to student needs: 4 □ 3 □ 2 □ 1 □ (For advanced classes, no English was used)

**C. LESSON PRESENTATION**

1. Instructions were presented clearly: 4 □ 3 □ 2 □ 1 □

2. The activities/exercises chosen to achieve the objectives were effective: 4 □ 3 □ 2 □ 1 □

3. There were smooth transitions between activities: 4 □ 3 □ 2 □ 1 □

4. The time allotted for activities was appropriate: 4 □ 3 □ 2 □ 1 □

5. The type and amount of teacher feedback was effective: 4 □ 3 □ 2 □ 1 □

7. Cultural instruction was integrated into class activities: 4 □ 3 □ 2 □ 1 □

**D. CLASSROOM MANAGEMENT**

1. The class started and ended on time: Y ☐ N ☐ N/A ☐

2. The use of small groups/pair work during each activity was appropriate: 4 □ 3 □ 2 □ 1 □ Didn't see

3. The seating arrangement facilitated learning: 4 □ 3 □ 2 □ 1 □

4. The use of audio-visual materials was effective: 4 □ 3 □ 2 □ 1 □ N/A ☐

5. The instructor divided his or her attention among students appropriately: 4 □ 3 □ 2 □ 1 ☐

6. The instructor maintained and orderly classroom environment: 4 □ 3 □ 2 □ 1 □

7. The syllabus is an accurate reflection of the class as taught: 4 □ 3 □ 2 □ 1 □

*Part III. Post-Observation Comments*

**What was most effective? Least effective?**

- White board, discussion, CD

**What, if anything could have been done to improve the effectiveness of the lesson?**

- Call on each student; make sure all participate equally — otherwise she did pretty well —
Foreign Language Classroom Observation Form

Course: SP 350
Instructor/Professor: Ana Principi
Level: Supervised
Amount of time designated for lesson: observed 45 minutes
Class Size (est.): 7 stds
Observer: Cari Filsen
Date: May 19, 2009

Part 1: Pre-Observation & Lesson Overview

Goals of the Lesson (If you spoke to the professor before observing) or Brief Description of Classroom Activity/Lesson:

Interaction Patterns Used (single, small group, large, whole class etc.):
lecture with some Q&A with stds. Used book to review grammar, asked stds for some responses.

Degree to which teacher is employing direct instruction (circle number):
☐ Low/None (Students are working independently and/or in student groups)
☒ High (Teacher-directed instruction. Lecture, presentation, etc.)
☐ Medium (Some teacher direction of the entire class, but half or more of the time as above)

Layout of the room:
☐ U Shaped
☒ Rows
☐ Circle

Other (Describe):

Part II. Lesson Observation (Rating Scale: 4 - Outstanding; 3 - Good; 2 - Fair; 1 - Poor)

A. PREPARATION

1. The instructor was prepared with a clear lesson plan. 4 ☒ 3 ☐ 2 ☐ 1 ☐

2. There was an appropriate balance of controlled practice and communicative activities. 4 ☒ 3 ☐ 2 ☐ 1 ☐

3. The activities were introduced in cultural context. 4 ☒ 3 ☐ 2 ☐ 1 ☐

4. The activities were oriented towards authentic or holistic language use. 4 ☒ 3 ☐ 2 ☐ 1 ☐

Language Classroom Observation Template 1
Rev. John Lucas, Ph.D., 4/05/09
B. LANGUAGE USE

1. The instructor used the target-language in the classroom appropriately 4 3 2 1 
   Natural flow, rapid speech at appropriate level.
2. Use of English was appropriate to student needs. 4 3 2 1 (For advanced classes, no English was used).

C. LESSON PRESENTATION

1. Instructions were presented clearly. 4 3 2 1
2. The activities/exercises chosen to achieve the objectives were effective. 4 3 2 1
   More pair work/practice in class would help.
3. There were smooth transitions between activities. 4 3 2 1
4. The time allotted for activities was appropriate. 4 3 2 1
5. The type and amount of teacher feedback was effective. 4 3 2 1
6. Cultural instruction was integrated into class activities. 4 3 2 1

D. CLASSROOM MANAGEMENT

1. The class started and ended on time  Y \ N
2. The use of small groups/pair work during each activity was appropriate 4 3 2 1
   Need more group/pair work - none used.
3. The seating arrangement facilitated learning. 4 3 2 1
4. The use of audio-visual materials was effective. 4 3 2 1 N/A
   Used white board - legal or appropriate.
5. The instructor divided his or her attention among students appropriately. 4 3 2 1
   Need to engage quiet stds.
6. The instructor maintained and orderly classroom environment 4 3 2 1

7. The syllabus is an accurate reflection of the class as taught 4 3 2 1

Part III. Post-observation Comments

What was most effective? Least effective? Very organized. Stds interested & active (though not all) Helpful examples. Grammar appropriate 
Explained.

What, if anything could have been done to improve the effectiveness of the lesson? Why it is important
Have stds read book prior to class / before presenting concepts.
Spend class time on pair work or active use of concepts.
Reading from text is too basic for advanced level. Instead of having stds do textbook examples in class, have them do that as homework & bring additional exercises or activities to class. Engage "quiet" stds to participate in a more actively - small enough class that everyone can be called on.

* Stds love class & Ana I enjoy grammar concepts.
**Course:** SP 2506  
**Instructor/Professor:** Paola Yaconis  
**Level:** Intermediate  
**Amount of time designated for lesson:** observed 45 minutes  
**Class Size (est.):** 12  
**Observer:** Carrie Edson  
**Date:** May 20, 2009

**Part 1: Pre-Observation & Lesson Overview**

Goals of the Lesson (If you spoke to the professor before observing) or Brief Description of Classroom Activity/Lesson:

*Review prosody & pronunciation; review text on the tango*

**Interaction Patterns Used (single, small group, large, whole class etc.):**

**Degree to which teacher is employing direct instruction (circle number):**
- Low/None (Students are working independently and/or in student groups)
- Medium (Some teacher direction of the entire class, but half or more of the time as above)
- High (Teacher-directed instruction. Lecture, presentation, etc.)

**Layout of the room:**
- [x] U Shaped
- [ ] Rows
- [ ] Circle

**Other (Describe)**

**Part II. Lesson Observation (Rating Scale: 4 - Outstanding; 3 - Good; 2 - Fair; 1 - Poor)**

**A. PREPARATION**

1. The instructor was prepared with a clear lesson plan. 4 [ ] 3 [x] 2 [ ] 1 [ ]

2. There was an appropriate balance of controlled practice and communicative activities. 4 [x] 3 [ ] 2 [ ] 1 [ ]

3. The activities were introduced in cultural context. 4 [x] 3 [ ] 2 [ ] 1 [ ]

4. The activities were oriented towards authentic or holistic language use. 4 [x] 3 [ ] 2 [ ] 1 [ ]
**B. LANGUAGE USE**

1. The instructor used the target-language in the classroom appropriately 4 [ ] 3 [ ] 2 [ ] 1 [ ]

2. Use of English was appropriate to student needs. 4 [ ] 3 [ ] 2 [ ] 1 [ ] (For advanced classes, no English was used)

**C. LESSON PRESENTATION**

1. Instructions were presented clearly. 4 [ ] 3 [ ] 2 [ ] 1 [ ]

2. The activities/exercises chosen to achieve the objectives were effective. 4 [ ] 3 [ ] 2 [ ] 1 [ ]

3. There were smooth transitions between activities. 4 [ ] 3 [ ] 2 [ ] 1 [ ]

4. The time allotted for activities was appropriate. 4 [ ] 3 [ ] 2 [ ] 1 [ ]

5. The type and amount of teacher feedback was effective. 4 [ ] 3 [ ] 2 [ ] 1 [ ]

7. Cultural instruction was integrated into class activities. 4 [ ] 3 [ ] 2 [ ] 1 [ ]

**D. CLASSROOM MANAGEMENT**

1. The class started and ended on time 4 [ ] 3 [ ] 2 [ ] 1 [ ]

2. The use of small groups/pair work during each activity was appropriate 4 [ ] 3 [ ] 2 [ ] 1 [ ]

3. The seating arrangement facilitated learning. 4 [ ] 3 [ ] 2 [ ] 1 [ ]

4. The use of audio-visual materials was effective. 4 [ ] 3 [ ] 2 [ ] 1 [ ] N/A [ ]

5. The instructor divided his or her attention among students appropriately. 4 [ ] 3 [ ] 2 [ ] 1 [ ]

6. The instructor maintained and orderly classroom environment 4 [ ] 3 [ ] 2 [ ] 1 [ ]

7. The syllabus is an accurate reflection of the class as taught 4 [ ] 3 [ ] 2 [ ] 1 [ ]

**Part III. Post-Observation Comments**

**What was most effective? Least effective?**

Examples & visuals for phonetics were very good. Std behavior was distracting.

**What, if anything could have been done to improve the effectiveness of the lesson?**

Control std. eating. This may have bothered me more than other stds but it was distracting. A bit too informal (other behavior too). Paolo handled it 1 didn't let it interrupt the lesson but more control would help.

Again the varying levels of lang seemed extreme.
Foreign Language Classroom Observation Form

| Course: SP 250C (not workshop, regular lang class) |
| Instructor/Professor: D. Tefft | Level: Intermediate |
| Amount of time designated for lesson: Observed 45 minutes |
| Class Size (est.): 6 stds |
| Observer: Cari Filson | Date: May 20, 2009 |

**Part 1: Pre-Observation & Lesson Overview**

Goals of the Lesson (If you spoke to the professor before observing) or Brief Description of Classroom Activity/Lesson:

Conversation about cost of things; discussion review of subjunctive; std-lead class discussion

Interaction Patterns Used (single, small group, large, whole class etc.)

Always seemed group was connected

Degree to which teacher is employing direct instruction (circle number):

- Low/None (Students are working independently and/or in student groups)
- Medium (Some teacher direction of the entire class, but half or more of the time as above)
- High (Teacher-directed instruction. Lecture, presentation, etc.)

- [ ] Low/None
- [X] Medium
- [ ] High

Layout of the room:

- [X] Circle
- [ ] U Shaped
- [ ] Rows
- [ ] Changed as needed

Other (Describe)

**Part II. Lesson Observation (Rating Scale: 4 - Outstanding; 3 - Good; 2 - Fair; 1 - Poor)**

**A. PREPARATION**

1. The instructor was prepared with a clear lesson plan. 4 □ 3 □ 2 □ 1 □

2. There was an appropriate balance of controlled practice and communicative activities. 4 □ 3 □ 2 □ 1 □

3. The activities were introduced in cultural context. 4 □ 3 □ 2 □ 1 □

4. The activities were oriented towards authentic or holistic language use. 4 □ 3 □ 2 □ 1 □
**B. LANGUAGE USE**

1. The instructor used the target-language in the classroom appropriately. 4 [ ] 3 [X] 2 [ ] 1 [ ]

2. Use of English was appropriate to student needs. 4 [X] 3 [ ] 2 [ ] 1 [ ] (For advanced classes, no English was used)

**C. LESSON PRESENTATION**

1. Instructions were presented clearly. 4 [X] 3 [ ] 2 [ ] 1 [ ]

2. The activities/exercises chosen to achieve the objectives were effective. 4 [X] 3 [ ] 2 [ ] 1 [ ]

3. There were smooth transitions between activities. 4 [X] 3 [ ] 2 [ ] 1 [ ]

   *Excellent!* Took example from open discussion to transition to use of subjunctive

4. The time allotted for activities was appropriate. 4 [X] 3 [ ] 2 [ ] 1 [ ]

5. The type and amount of teacher feedback was effective. 4 [X] 3 [ ] 2 [ ] 1 [ ]

7. Cultural instruction was integrated into class activities. 4 [X] 3 [ ] 2 [ ] 1 [ ]

**D. CLASSROOM MANAGEMENT**

1. The class started and ended on time Y [X] N [ ]

2. The use of small groups/pair work during each activity was appropriate. 4 [X] 3 [ ] 2 [ ] 1 [ ]

3. The seating arrangement facilitated learning. 4 [X] 3 [ ] 2 [ ] 1 [ ]

   *Changed seating based on agages*

4. The use of audio-visual materials was effective. 4 [ ] 3 [ ] 2 [ ] 1 [ ] N/A [X]

5. The instructor divided his or her attention among students appropriately. 4 [X] 3 [ ] 2 [ ] 1 [ ]

6. The instructor maintained and orderly classroom environment. 4 [X] 3 [ ] 2 [ ] 1 [ ]

7. The syllabus is an accurate reflection of the class as taught. 4 [X] 3 [ ] 2 [ ] 1 [ ]

**Part III. Post-Observation Comments**

What was most effective? Least effective?

Great class-agreat rapport with stds. Facilitated discussion without taking over. Helped stds with vocab & constructions only alter stds tried to work through it themselves. After each lesson provided summary of new vocab & important grammar on board. Included everyone in discussion. Great model for other language classes.

Varying levels of lang could be frustrating for stds.

Valeria.
Foreign Language Classroom Observation Form

Course: SP 250 Workshop
Instructor/Professor: Valeria Totti
Level: Intermediate
Amount of time designated for lesson: observed 1/2 hour
Class Size (est.): 12
Observer: Cori Filson
Date: May 19, 2009

Part 1: Pre-Observation & Lesson Overview
Goals of the Lesson (If you spoke to the professor before observing) or Brief Description of Classroom Activity/Lesson:
help stds improve verbal & written skills. stds get into class & are typically very motivated to push themselves.

Interaction Patterns Used (single, small group, large, whole class etc.):
std gave oral presentation on trip to Peru

Degree to which teacher is employing direct instruction (circle number):
Low/None (Students are working independently and/or in student groups)
Medium (Some teacher direction of the entire class, but half or more of the time as above)
High (Teacher-directed instruction. Lecture, presentation, etc.)

Layout of the room:
X U Shaped
X Rows
Circle
Other (Describe)

Part II. Lesson Observation (Rating Scale: 4 - Outstanding; 3 - Good; 2 - Fair; 1 - Poor)

A. PREPARATION

1. The instructor was prepared with a clear lesson plan. 4 X 3 □ 2 □ 1 □

2. There was an appropriate balance of controlled practice and communicative activities. 4 X 3 □ 2 □ 1 □

3. The activities were introduced in cultural context. 4 X 3 □ 2 □ 1 □

4. The activities were oriented towards authentic or holistic language use. 4 X 3 □ 2 □ 1 □
B. LANGUAGE USE

1. The instructor used the target-language in the classroom appropriately 4 □ 3 □ 2 □ 1 □

2. Use of English was appropriate to student needs. 4 □ 3 □ 2 □ 1 □ (For advanced classes, no English was used)

C. LESSON PRESENTATION

1. Instructions were presented clearly. 4 □ 3 □ 2 □ 1 □

2. The activities/exercises chosen to achieve the objectives were effective. 4 □ 3 □ 2 □ 1 □

3. There were smooth transitions between activities. 4 □ 3 □ 2 □ 1 □

4. The time allotted for activities was appropriate. 4 □ 3 □ 2 □ 1 □

5. The type and amount of teacher feedback was effective. 4 □ 3 □ 2 □ 1 □

7. Cultural instruction was integrated into class activities. 4 □ 3 □ 2 □ 1 □

D. CLASSROOM MANAGEMENT

1. The class started and ended on time. Y ☑ N □

2. The use of small groups/pair work during each activity was appropriate 4 □ 3 □ 2 □ 1 □

3. The seating arrangement facilitated learning. 4 □ 3 □ 2 □ 1 □

4. The use of audio-visual materials was effective. 4 □ 3 □ 2 □ 1 □ N/A □

5. The instructor divided his or her attention among students appropriately. 4 □ 3 □ 2 □ 1 □

6. The instructor maintained and orderly classroom environment 4 □ 3 □ 2 □ 1 □

7. The syllabus is an accurate reflection of the class as taught 4 □ 3 □ 2 □ 1 □

Part III. Post-Observation Comments

What was most effective? Least effective?
Rapport with stds. Facilitation of std communication - let stds work through difficult communication issues and added comments only when asked. At end reviewed difficult constructions & new vocab on white board. Also encouraged stds to self-correct. Gave homework - work with grammar & each std had to come to next class prepared to discuss & give examples (10-15)

-Score of 75 could be issue with disparate language levels in class - Valeria handled it well but could be problematic for stds at various levels.
Foreign Language Classroom Observation Form

<table>
<thead>
<tr>
<th>Course:</th>
<th>SPAN 200</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor/Professor:</td>
<td>Sandra Mata</td>
</tr>
<tr>
<td>Level:</td>
<td>Intermediate</td>
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<tr>
<td>Amount of time designated for lesson:</td>
<td></td>
</tr>
<tr>
<td>Class Size (est.):</td>
<td>6</td>
</tr>
<tr>
<td>Observer:</td>
<td>Kristi Wernhoudt</td>
</tr>
<tr>
<td>Date:</td>
<td>5-19-09</td>
</tr>
</tbody>
</table>

**Part 1: Pre-Observation & Lesson Overview**

Goals of the Lesson (If you spoke to the professor before observing) or Brief Description of Classroom Activity/Lesson:

- Work book assignment - vocabulary and grammar
- Pronunciation? - CDs? does she use?

Interaction Patterns Used (single, small group, large, whole class etc.):

<table>
<thead>
<tr>
<th>Degree to which teacher is employing direct instruction (circle number):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low/None (Students are working independently and/or in student groups)</td>
</tr>
<tr>
<td>Medium (Some teacher direction of the entire class, but half or more of the time as above)</td>
</tr>
<tr>
<td>High (Teacher-directed instruction. Lecture, presentation, etc.)</td>
</tr>
</tbody>
</table>

Layout of the room:

- U Shaped
- Rows
- Circle **table**

Other (Describe):

**Part II. Lesson Observation (Rating Scale: 4 - Outstanding; 3 - Good; 2 - Fair; 1 - Poor)**

**A. PREPARATION**

1. The instructor was prepared with a clear lesson plan. 4 **3** 2 1

2. There was an appropriate balance of controlled practice and communicative activities. 4 **3** 2 1

3. The activities were introduced in cultural context. 4 **3** 2 1

4. The activities were oriented towards authentic or holistic language use. 4 **3** 2 1
**B. LANGUAGE USE**

1. The instructor used the target-language in the classroom appropriately. 4 ✗ 3 ☐ 2 ☐ 1 ☐

2. Use of English was appropriate to student needs. 4 ✗ 3 ☐ 2 ☐ 1 ☐ (For advanced classes, no English was used)

**C. LESSON PRESENTATION**

1. Instructions were presented clearly. 4 ☒ 3 ☐ 2 ☐ 1 ☐

2. The activities/exercises chosen to achieve the objectives were effective. 4 ☒ 3 X 2 ☐ 1 ☐

3. There were smooth transitions between activities. 4 ☒ 3 ☐ 2 ☐ 1 ☐

4. The time allotted for activities was appropriate. 4 ☒ 3 ☐ 2 ☐ 1 ☐

5. The type and amount of teacher feedback was effective. 4 ☒ 3 ☐ 2 ☐ 1 ☐

7. Cultural instruction was integrated into class activities. 4 ✗ 3 ☐ 2 ☐ 1 ☐

**D. CLASSROOM MANAGEMENT**

1. The class started and ended on time. Y ☐ N ☐

2. The use of small groups/pair work during each activity was appropriate. 4 ☒ 3 ☐ 2 ☐ 1 ☐

3. The seating arrangement facilitated learning. 4 ✗ 3 ☐ 2 ☐ 1 ☐

4. The use of audio-visual materials was effective. 4 ☒ 3 ☐ 2 ☐ 1 ☐ N/A ✗

5. The instructor divided his or her attention among students appropriately. 4 ✗ 3 ☐ 2 ☐ 1 ☐

6. The instructor maintained and orderly classroom environment. 4 ✗ 3 ☐ 2 ☐ 1 ☐

7. The syllabus is an accurate reflection of the class as taught. 4 ☒ 3 ☐ 2 ☐ 1 ☐

*Part III. Post-Observation Comments*

**What was most effective? Least effective?**

Lively discussion - all had to work and participate.

**What, if anything could have been done to improve the effectiveness of the lesson?**

Debate + some work outside of the textbook.

She is energetic and communicates well - use it to more advantage.

A couple of the male student have horrible American accents - work on pronunciation.
**Foreign Language Classroom Observation Form**  
**Buenos Aires Mini-Review, May 18-22, 2009**

<table>
<thead>
<tr>
<th>Course: SP ZOOC</th>
<th>Level: Intermediate</th>
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<tbody>
<tr>
<td>Instructor/Professor: Ana Macareyes</td>
<td></td>
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<td>Amount of time designated for lesson:</td>
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<td>Class Size (est.): 5</td>
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<td>Observer: K. Worrallaul Date: 5-20-09</td>
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**Part I: Pre-Observation & Lesson Overview**

Goals of the Lesson (If you spoke to the professor before observing) or Brief Description of Classroom Activity/Lesson:
- **Workbook - vocab. to do with health**

Interaction Patterns Used (single, small group, large, whole class etc.):
- **Small group Q&A**

Degree to which teacher is employing direct instruction (circle number):
- [x] High (Teacher-directed instruction. Lecture, presentation, etc.)

Layout of the room:
- [x] Circle
  - chairs in circle

**Part II: Lesson Observation (Rating Scale: 4 - Outstanding; 3 - Good; 2 - Fair; 1 - Poor)**

**A. PREPARATION**

1. The instructor was prepared with a clear lesson plan. 4 [x] 3 2 1

2. There was an appropriate balance of controlled practice and communicative activities. 4 3 2 1

3. The activities were introduced in cultural context. 4 3 2 1
   - **NA - vocab was about health and es or esta**

4. The activities were oriented towards authentic or holistic language use. 4 3 2 1
**B. LANGUAGE USE**

1. The instructor used the target-language in the classroom appropriately. 4 □ 3 □ 2 □ 1 □

2. Use of English was appropriate to student needs. 4 □ 3 □ 2 □ 1 □ (For advanced classes, no English was used)

**C. LESSON PRESENTATION**

1. Instructions were presented clearly. 4 □ 3 □ 2 □ 1 □

2. The activities/exercises chosen to achieve the objectives were effective. 4 □ 3 □ 2 □ 1 □

3. There were smooth transitions between activities. 4 □ 3 □ 2 □ 1 □

4. The time allotted for activities was appropriate. 4 □ 3 □ 2 □ 1 □ Only saw 1 hr.

5. The type and amount of teacher feedback was effective. 4 □ 3 □ 2 □ 1 □ For what it was it seemed ok.

7. Cultural instruction was integrated into class activities. 4 □ 3 □ 2 □ 1 □ Didn't see.

**D. CLASSROOM MANAGEMENT**

1. The class started and ended on time. Y □ N □ NA

2. The use of small groups/pair work during each activity was appropriate. 4 □ 3 □ 2 □ 1 □ Didn't see.

3. The seating arrangement facilitated learning. 4 □ 3 □ 2 □ 1 □

4. The use of audio-visual materials was effective. 4 □ 3 □ 2 □ 1 □ Didn't see.

5. The instructor divided his or her attention among students appropriately. 4 □ 3 □ 2 □ 1 □

6. The instructor maintained and orderly classroom environment. 4 □ 3 □ 2 □ 1 □

7. The syllabus is an accurate reflection of the class as taught. 4 □ 3 □ 2 □ 1 □

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**Part III. Post-Observation Comments**

What was most effective? Least effective?

What, if anything could have been done to improve the effectiveness of the lesson?

Students were all very passive - sat with arms folded at times - seemed sleepy -
She needs to find a way to light a fire under them - charge them up -
Student reactions were sometimes flat with no attempt at a good pronunciation.
Foreign Language Classroom Observation Form

Course: SP 300
Instructor/Professor: Castro
Level: Adv
Amount of time designated for lesson: 2 hours
Class Size (est.): 6
Observer: Lucas
Date: 19/5

Part 1: Pre-Observation & Lesson Overview

Goals of the Lesson (If you spoke to the professor before observing) or Brief Description of Classroom Activity/Lesson:
- Working on concept of register, colloquial/ formal
- Also worked on grammar - various passive voice forms "Se"
- Tried to elicit names of forms - students lost a bit of formal names

Interaction Patterns Used (single, small group, large, whole class etc.):
- Professor asks lots of questions

Degree to which teacher is employing direct instruction (circle number):
- Low/None (Students are working independently and/or in student groups)
- Medium (Some teacher direction of the entire class, but half or more of the time as above)
- High (Teacher-directed instruction. Lecture, presentation, etc.)
  Socratic

Layout of the room:
- Little student participation. Sometimes they answered or asked questions.

Other (Describe)

Part II. Lesson Observation (Rating Scale: 4 - Outstanding; 3 - Good; 2 - Fair; 1 - Poor)

A. PREPARATION

1. The instructor was prepared with a clear lesson plan. 4 ✔️ 3 🗑 2 ☐ 1 ☐

2. There was an appropriate balance of controlled practice and communicative activities. 4 ✔️ 3 🗑 2 ☐ 1 ☐

3. The activities were introduced in cultural context. 4 ✔️ 3 🗑 2 ☐ 1 ☐

4. The activities were oriented towards authentic or holistic language use. 4 ✔️ 3 🗑 2 ☐ 1 ☐
B. LANGUAGE USE

1. The instructor used the target-language in the classroom appropriately 4 □ 3 □ 2 □ 1 □
2. Use of English was appropriate to student needs. 4 □ 3 □ 2 □ 1 □ (For advanced classes, no English was used)

C. LESSON PRESENTATION

1. Instructions were presented clearly. 4 □ 3 □ 2 □ 1 □
2. The activities/exercises chosen to achieve the objectives were effective. 4 □ 3 □ 2 □ 1 □
3. There were smooth transitions between activities. 4 □ 3 □ 2 □ 1 □ Did not finish listening activity
4. The time allotted for activities was appropriate. 4 □ 3 □ 2 □ 1 □ Fine, took time on a difficult task
5. The type and amount of teacher feedback was effective. 4 □ 3 □ 2 □ 1 □ She did correct/respond effectively a somet-
7. Cultural instruction was integrated into class activities. 4 □ 3 □ 2 □ 1 □

D. CLASSROOM MANAGEMENT

1. The class started and ended on time Y □ N □
2. The use of small groups/pair work during each activity was appropriate 4 □ 3 □ 2 □ 1 □
3. The seating arrangement facilitated learning. 4 □ 3 □ 2 □ 1 □
4. The use of audio-visual materials was effective. 4 □ 3 □ 2 □ 1 □ N/A □
    Recording appropriate-quality not great. Improve sound. Can hear other classrooms also.
5. The instructor divided his or her attention among students appropriately. 4 □ 3 □ 2 □ 1 □
6. The instructor maintained and orderly classroom environment 4 □ 3 □ 2 □ 1 □
7. The syllabus is an accurate reflection of the class as taught 4 □ 3 □ 2 □ 1 □

Part I. Post-Observation Comments

What was most effective? Least effective?

Asking questions, rephrasing

What, if anything could have been done to improve the effectiveness of the lesson?

Clearer presentation of grammar illustrations - examples clearer. Visual aids to illustrate the use of passive voice. Contrast same message in a newspaper with another media, for example.
Elicits response from students but basically illustrates vocab this way.
Could act out vocab or use other methods.

Management of activities.

Text: They use the Aula Series from Barcelona (Aula 4)

Students later verified that pair work/group work is frequently used.
- recordings adapted to Argentina. Good
- Text does not use vosco or vosotros.
  Faculty incorporate these as needed.
- Vosotros left out, usually, which seems appropriate
- Uses local variety, also appropriate

Overall
Instructor organized. Has goals.
However, generally sticks to 1 interaction pattern. Q + A format.

Introduced grammar but didn't ensure all understood passive voice.

Got across concept of passive voice for certain registers - did not work on it - practice except for 1 listening exercise. That exercise was not really concluded.

Pulled to a second exercise - which was introduced. Kept to theme of register but topic was totally different. Students had to select a theme to write about. All used passive voice + voz media "se"

Spoke to student. Spanish well -
Group/Pair work incorporated

Michaela McLaughlin
St. Olaf
IES ABROAD

Foreign Language Classroom Observation Form

Course: 350
Instructor/Professor: Ana Principi (Coordinadora)  Level: Nivel
Amount of time designated for lesson: 2
Class Size (est.): 7
Observer: Lucas  Date: 5/17

Part I: Pre-Observation & Lesson Overview

Goals of the Lesson (If you spoke to the professor before observing) or Brief Description of Classroom Activity/Lesson:

Cultural focus - propósito

Grammar - quieres, pide, etc.

Maintena - la mujer.

Then passed to syllabus 2.3

Use of transitions, connectors, conjunctions

Propósito "diga"

Interaction Patterns Used (single, small group, large, whole class etc.):

Focus on register "o sea" vs. "es decir"

Degree to which teacher is employing direct instruction (circle number): inductive or effective

Low/None (Students are working independently and/or in student groups) 

High (Some teacher direction of the entire class, but half or more of the time as above)

Teacher-directed instruction. Lecture, presentation, etc.

Layout of the room:

U Shaped

Rows

Circle

Other (Describe):

Students interested. Participated. Females heard about this. Seemed relevant to their context.

Student pronunciation close to /nioplonsus/

Part II. Lesson Observation (Rating Scale: 4 - Outstanding; 3 - Good; 2 - Fair; 1 - Poor)

A. PREPARATION

1. The instructor was prepared with a clear lesson plan. 4

2. There was an appropriate balance of controlled practice and communicative activities. 4

3. The activities were introduced in cultural context. 4

4. The activities were oriented towards authentic or holistic language use. 4

Language Classroom Observation Template

Engraparse - a propósito - con conocimiento de causa (responsibility) on purpose

Rev. John Lucas, Ph.D., 4/05/09
presentation of grammar

used dialogue.
picked "a propósito" "al respeto"
"señales de tráfico"

Students engaged - asked questions.

registrar
formal

si bien - aunque
a pesar de + IN

más bien - precisa

o bien - contrasta

lo decidir - precisa

en fin, total en defensiva → resumen.

yo
vos
vosotros
usted

tenees
sos
hablas
queses
pensas
B. LANGUAGE USE

1. The instructor used the target-language in the classroom appropriately 3 □ 2 □ 1 □

2. Use of English was appropriate to student needs. 4 □ 3 □ 2 □ 1 □ (For advanced classes, no English was used)

C. LESSON PRESENTATION

1. Instructions were presented clearly. 4 □ 3 □ 2 □ 1 □ *good at giving synonyms*

2. The activities/exercises chosen to achieve the objectives were effective. 3 □ 3 □ 2 □ 1 □

3. There were smooth transitions between activities. 4 □ 3 □ 2 □ 1 □ *good at eliciting response*

4. The time allotted for activities was appropriate. 4 □ 3 □ 2 □ 1 □

5. The type and amount of teacher feedback was effective. 4 □ 3 □ 2 □ 1 □

7. Cultural instruction was integrated into class activities. 4 □ 3 □ 2 □ 1 □

D. CLASSROOM MANAGEMENT

1. The class started and ended on time Y □ N □

2. The use of small groups/pair work during each activity was appropriate 4 □ 3 □ 2 □ 1 □ *little too no pair work observed*

3. The seating arrangement facilitated learning. 4 □ 3 □ 2 □ 1 □

4. The use of audio-visual materials was effective. 4 □ 3 □ 2 □ 1 □ N/A □ *Cartoons from Martina set the tone - genius*

5. The instructor divided his or her attention among students appropriately. 4 □ 3 □ 2 □ 1 □

6. The instructor maintained and orderly classroom environment 4 □ 3 □ 2 □ 1 □

7. The syllabus is an accurate reflection of the class as taught 4 □ 3 □ 2 □ 1 □

Part III. Post-Observation Comments

What was most effective? Least effective? *Variety of interaction patterns/

What, if anything could have been done to improve the effectiveness of the lesson?

Vary interaction patterns
Use of Martina cartoons seemed relevant, funny
Use of slang in Target Language
Complex used text w/ double entendre "Infante"
  elicited student understanding
  jeta - pronoun, jeta -> mod
  solo argentina
**Elective Course Observation Form**


<table>
<thead>
<tr>
<th>Course:</th>
<th>Government Internship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor/Professor:</td>
<td>Pasarín</td>
</tr>
<tr>
<td>Language of Instruction:</td>
<td>Spanish</td>
</tr>
<tr>
<td>Amount of time designated for lesson:</td>
<td>observed 1/2 hr. of class</td>
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<tr>
<td>Class Size (est.):</td>
<td>~ 10</td>
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</tbody>
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Observer: Cow. Filson  
Date: May 19, 2009

**Part I: Pre-Observation & Lesson Overview**

Goals of the Lesson (If you spoke to the professor before observing) or Brief Description of Classroom Activity/Lesson:

- Review of upcoming elections - political structure, issues of elections, historical facts that tie to current issues. Incorporated US election, Obama & our electoral structure.

Interaction Patterns Used (single, small group, large, whole class etc.):

**Part II: Lesson Observation (Rating Scale: 4 - Outstanding; 3 - Good; 2 - Fair; 1 - Poor)**

**A. PREPARATION**

1. The instructor was prepared with a clear lesson plan. 4 ☑ 3 ☑ 2 ☐ 1 ☐

2. Lecture / activities reinforced student out-of-class work without repeating what was done at home. 4 ☑ 3 ☑ 2 ☑ 1 ☐

3. The students appeared prepared and organized. 4 ☑ 3 ☃ 2 ☁ 1 ☐

4. Describe how the instructor did or did not ensure students were prepared:

   Had students respond to article assigned as homework. Called on students who didn't want to participate. When student couldn't respond, teacher asked her a short piece of the article she didn't understand - didn't just move on to another student.

Language Classroom Observation Template 1  
Rev. John Lucas, Ph.D., 4/05/09
C.1 LESSON DEVELOPMENT

FOR CLASSES THAT MAKE PRIMARY USE OF THE LECTURE METHOD

1. The professor spoke clearly. 4 □ 3 □ 2 □ 1 □
2. The professor was engaging (varied tone of voice, used non-verbal communication, etc.) 4 □ 3 □ 2 □ 1 □
3. The lecture topics were presented clearly and cohesively. 4 □ 3 □ 2 □ 1 □
4. The instructor ensured student comprehension by asking questions, or eliciting feedback. 4 □ 3 □ 2 □ 1 □
5. The sequence of lecture topics was smooth and well-timed. 4 □ 3 □ 2 □ 1 □
6. The lecture reinforced out-of-class learning without repeating the text. 4 □ 3 □ 2 □ 1 □
7. Cultural instruction was integrated into the class. 4 □ 3 □ 2 □ 1 □

C2. LESSON DEVELOPMENT

FOR CLASSES THAT COMBINE LECTURE, DISCUSSION, GROUP WORK, PRESENTATION, AND/OR OTHER TYPES OF STUDENT/INSTRUCTOR INTERACTION

1. The professor spoke clearly. 4 □ 3 □ 2 □ 1 □
2. The professor was engaging (varied tone of voice, used non-verbal communication, etc.) 4 □ 3 □ 2 □ 1 □
3. Intros. and transitions btwn. activities helped students understand the purpose of the activities. 4 □ 3 □ 2 □ 1 □
4. The instructor ensured student comprehension by asking questions, or eliciting feedback. 4 □ 3 □ 2 □ 1 □
5. The activities were well sequenced and there was enough time for each activity. 4 □ 3 □ 2 □ 1 □
6. The activities reinforced out-of-class learning without repeating homework/text. 4 □ 3 □ 2 □ 1 □
7. Cultural instruction was integrated into the class. 4 □ 3 □ 2 □ 1 □

Notes:
D. CLASSROOM MANAGEMENT

1. The class started and ended on time  Y ☑  N ☐

2. The instructor provided appropriate feedback to students (clarifications, answers to questions)  ☑ ☐ ☐ ☐  ☒ ☐ ☐ ☐

3. The seating arrangement facilitated learning.  ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
   Jumbled seats changed

4. The use of audio-visual materials was effective.  ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
   N/A ☑

5. The instructor divided his or her attention among students appropriately.  ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

6. The instructor maintained and orderly classroom environment.  ☑ ☐ ☐ ☐  ☐ ☐ ☐ ☐

7. The syllabus is an accurate reflection of the class as taught.  ☐ ☐ ☐ ☐  ☐ ☐ ☐ ☐

8. The instructor was sensitive to the culture/s of her or his students.  ☐ ☐ ☐ ☐  ☐ ☐ ☐ ☐

Part III. Post-Observation Comments

What was most effective? Least effective?
Inclusion of all stds, bringing in us structure as comparison.

What if anything could have been done to improve the effectiveness of the lesson?
Subject was certainly name & date heavy - necessary to stds seemed less engaged because of this.  
Began to become engaged as discussion turned to comparing candidates' structures. When 
they began to discuss current issues. Based on the type of class & material being presented 
it was a good class. Teacher might use other media - if she doesn't, she could. Also she might have stds. bring in articles or questions to "own" class discussion more. Anything to get them more engaged.

-Teacher spoke fast - not sure stds followed
Foreign Language Classroom Observation Form

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<thead>
<tr>
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<th>SP 300E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor/Professor:</td>
<td>Vicente Costantini</td>
</tr>
<tr>
<td>Level:</td>
<td>Advanced</td>
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<tr>
<td>Amount of time designated for lesson:</td>
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<td>Class Size (est.):</td>
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<td>Observer:</td>
<td>Cori Filson</td>
</tr>
<tr>
<td>Date:</td>
<td>May 21, 2009</td>
</tr>
</tbody>
</table>

**Part 1: Pre-Observation & Lesson Overview**

Goals of the Lesson (If you spoke to the professor before observing) or Brief Description of Classroom Activity/Lesson:

Grammar lesson - prepositions. Exercises from text/workbook.

Interaction Patterns Used (single, small group, large, whole class etc.):

Degree to which teacher is employing direct instruction (circle number):

- Low/None (Students are working independently and/or in student groups)
- Medium (Some teacher direction of the entire class, but half or more of the time as above)
- High (Teacher-directed instruction. Lecture, presentation, etc.)

Layout of the room:

- U Shaped
- Rows
- Circle

Other (Describe)

**Part II. Lesson Observation (Rating Scale: 4 - Outstanding; 3 - Good; 2 - Fair; 1 - Poor)**

**A. PREPARATION**

1. The instructor was prepared with a clear lesson plan. 4 ☑ 3 ✗ 2 ☑ 1 ✗

2. There was an appropriate balance of controlled practice and communicative activities. 4 ☑ 3 ✗ 2 ☑ 1 ☑

3. The activities were introduced in cultural context. 4 ☑ 3 ☑ 2 ☑ 1 ☑

4. The activities were oriented towards authentic or holistic language use. 4 ☑ 3 ✗ 2 ☑ 1 ☑
B. LANGUAGE USE

1. The instructor used the target-language in the classroom appropriately 4 X 3 2 1

2. Use of English was appropriate to student needs. 4 X 3 2 1 (For advanced classes, no English was used)

C. LESSON PRESENTATION

1. Instructions were presented clearly. 4 X 3 2 1

2. The activities/exercises chosen to achieve the objectives were effective. 4 3 X 2 1

3. There were smooth transitions between activities. 4 3 2 1

4. The time allotted for activities was appropriate. 4 3 X 2 1

5. The type and amount of teacher feedback was effective. 4 X 3 2 1

7. Cultural instruction was integrated into class activities. 4 3 2 X 1

D. CLASSROOM MANAGEMENT

1. The class started and ended on time Y X N

2. The use of small groups/pair work during each activity was appropriate 4 3 2 X 1

3. The seating arrangement facilitated learning. 4 3 X 2 1

4. The use of audio-visual materials was effective. 4 3 2 1 N/A

5. The instructor divided his or her attention among students appropriately. 4 3 X 2 1

6. The instructor maintained and orderly classroom environment 4 X 3 2 1

7. The syllabus is an accurate reflection of the class as taught 4 3 2 1

Part III. Post-Observation Comments

What was most effective? Least effective?

Use of additional examples & exercises that enhanced

What, if anything could have been done to improve the effectiveness of the lesson?
### Part 1: Pre-Observation & Lesson Overview

**Goals of the Lesson (If you spoke to the professor before observing) or Brief Description of Classroom Activity/Lesson:**

Presented work of contemporary author. Students read some aloud. Read selections for response. When didn't respond, kept talking / giving own opinion. When did respond, very brief I believe. One picked up subject suggestion. Not analytical, explanation of text.

**Interaction Patterns Used (single, small group, large, whole class etc.):**

- Individual writing assignment.

**Degree to which teacher is employing direct instruction (circle number):**

- Low/None (Students are working independently and/or in student groups)
- Medium (Some teacher direction of the entire class, but half or more of the time as above)
- High (Teacher-directed instruction. Lecture, presentation, etc.)

**Layout of the room:**

- X U Shaped
- X Rows
- Circle

**Other (Describe)**

### Part II. Lesson Observation (Rating Scale: 4 - Outstanding; 3 - Good; 2 - Fair; 1 - Poor)

#### A. PREPARATION

1. The instructor was prepared with a clear lesson plan. 4 ☐ 3 ☑ 2 ☐ 1 ☐

2. There was an appropriate balance of controlled practice and communicative activities. 4 ☐ 3 ☑ 2 ☐ 1 ☐

3. The activities were introduced in cultural context. 4 ☐ 3 ☑ 2 ☐ 1 ☐

4. The activities were oriented towards authentic or holistic language use. 4 ☐ 3 ☑ 2 ☐ 1 ☐
B. LANGUAGE USE

1. The instructor used the target-language in the classroom appropriately 4 3 2 1

2. Use of English was appropriate to student needs. 4 3 2 1 (For advanced classes, no English was used)

C. LESSON PRESENTATION

1. Instructions were presented clearly. 4 3 2 1

2. The activities/exercises chosen to achieve the objectives were effective. 4 3 2 1

3. There were smooth transitions between activities. 4 3 2 1

4. The time allotted for activities was appropriate. 4 3 2 1

5. The type and amount of teacher feedback was effective. 4 3 2 1

6. Cultural instruction was integrated into class activities. 4 3 2 1

D. CLASSROOM MANAGEMENT

1. The class started and ended on time Y N

2. The use of small groups/pair work during each activity was appropriate 4 3 2 1

3. The seating arrangement facilitated learning. 4 3 2 1

4. The use of audio-visual materials was effective. 4 3 2 1 N/A

5. The instructor divided his or her attention among students appropriately. 4 3 2 1

6. The instructor maintained and orderly classroom environment 4 3 2 1

7. The syllabus is an accurate reflection of the class as taught 4 3 2 1

Part III. Post-Observation Comments

What was most effective? Least effective?
Straight lecture - no std engagement

What, if anything could have been done to improve the effectiveness of the lesson?
Studs read "poetry" around room - didn't stop to discuss each one. A see if they understood. Corrected some pronunciation.
Disparate language levels among stds.
10 min break in 1'2 hr class (bc stds get tired)
APPENDIX V

FACULTY PRESENTATION
Managing Academic Expectations Across Cultures

Ms. Cori Filson, Skidmore College
Dr. Kristi Wormhoudt, Pennsylvania State University
Dr. John Lucas, IES Chicago
Goals for Presentation

- Understand what US students say and what they really mean
- Understand and manage student and IES expectations
- Better explain local Argentine customs and expectations to US students
- Foster a constructive dialogue to improve communication and cross-cultural understanding
What works for students...

- Discussions in class that are analytical
- Assignments that are specific and focused
- Variety in presentation models - lecture, group discussion, case studies, guest speakers, and field study
- Use of the city as classroom
- Practical applications of knowledge
- Passion and excitement for subject matter
- Clear feedback and suggestions on assignments
- Hold students accountable for reading
What doesn’t work for students...

- Memorization and repetition of facts
- Repetition of reading assignment
- Single model of presenting material
- Vague or general questions and assignments
- Allowing distracting student behavior to set tone of class
- Not clearly explaining expectations and grading method
- Not linking coursework to contemporary issues in Argentina
Who are Our Students?

There are three major characteristics of the Millennial group:

1) They are racially and ethnically diverse.
2) They are extremely independent because of divorce, day care, single parents, latchkey parenting, and the technological revolution that they are growing up alongside.
3) They feel empowered; thanks to overindulgent parents, they have a sense of security and are optimistic about the future.
Who are Our Students?

- Generation Y is being raised in the age of the “active parent.” Defined by the views of child psychology that predominate and the parental education available. This is the decade of the child.
- Although over half of all families in the U.S. have divorced parents, there is more time spent with their children than those of the previous generation. The parents of Generation Y view the child as the center of the family.
- These children are not left to make key decisions on their own; the parents of Generation Y are very hands-on. Parents are involved in the daily lives and decisions of Gen Y.
Who are Our Students?

- From a young age, Generation Y is told, through both the media and home, that they can have it all.
- This generation has a strong sense of entitlement.
- Striving for a quality of life only known by the rich and famous, wanting the best and thinking they deserve it, makes Generation Y driven and ambitious, with high expectations.
Who are Our Students?

- Technology! It is their lives and their expectations are driven by their knowledge of and need for technology.
- College attendance rates create competition for top schools and top jobs. A 4-year degree is a minimum requirement for most positions. The general attitude is that obtaining a degree will not get you a better career, but will get you in the door.
- Service-oriented and like to volunteer. They are driven to community service and but don’t necessarily understand the responsibility (save the world).
Millennials - cons

- Impatient: Raised in a world dominated by technology and instant gratification.
- Skeptical: In recent years there has been more scamming, cheating, lying, and exploiting than ever from the major figures in the media. This includes everyone from rock stars to the president.
- Blunt and expressive: Self expression is favored over self control. Making their point is most important.
- They are image-driven: Making personal statements with their image is very important.
- They are still young: Although they have a “seen it all, done it all” air about them, lack of life experience means that they don’t know everything yet. They are aware of this and are not afraid to ask questions. For this generation, it is better and more time-saving to ask questions, than to waste time trying to figure it out.
Millennials - pros

- Adaptability: Generation Y is used to adapting and being comfortable in various situations.
- Technologically savvy: Growing up in the age of technology and taking advantage of it.
- Ability to grasp new concepts: This is a learning-oriented generation.
- Efficient multi-taskers: They will do it faster and better than their competition.
Who are our students

- **Top majors (carreras) from 2002-2009**
  - Political science, economics international relations and international affairs
  - Other social sciences: anthropology, sociology, and psychology
  - Spanish language and literature
  - History
  - English language and literature
Setting Academic Expectations

- Syllabus = contract
- Stress analysis over memorization
- Be demanding and hold students accountable to their abilities
- Look for quality over quantity
- Clarify grading models and assessment expectations from beginning (see Grading Rubric)
- Clarify “participation” expectations
Strategies for Engaging Students

- Create activities that require knowledge of text
  - Question and answer
  - Debate format (small groups - different sides of argument)
  - Rewrite text from distinct point of view or cultural context
  - Bring contemporary issues to class - newspaper/magazine articles that relate to subject

- Sharing case studies - preferably from own experience

- Field Studies!