Online Pre-Departure Courses: Maximizing Student Learning and Support

Ryan Richards, Academic Director of Online Learning, CIEE
Linda Stuart, Education and Training Specialist AFS-Sentio, Inc.
Allison Sobol, TEFL Product and Academic Manager, CIEE
Greetings!

Ryan Richards
Academic Director of
Online Learning
CIEE
rrichards@ciee.org

Linda Stuart
Education & Training
Specialist
AFS-Sentio, Inc.
linda.stuart@afs.org

Allison Sobol
TEFL Product and Academic
Manager
CIEE
asobol@ciee.org
AGENDA
- Your Goals
- 3 Case Studies
- Application
- Q&A
OUR GOAL

M.Y.L.O
OUR GOAL

M.Y.L.O
OUR GOAL

M.Y.L.O
YOUR GOALS
CASE STUDY 1: CIEE TEFL Certification Course
PROBLEM
THERE IS A NEED FOR QUALIFIED ENGLISH TEACHERS

According to the British Council:

- 1 billion people learning English (2014)
- 1.9 billion (2020)
- 750 million English as a Foreign Language
- 375 million English as a Second Language
NATIVE SPEAKERS ≠ QUALIFIED TEACHERS
OBJECTIVES

1. Build course that aligns with CIEE academic standards

2. Partner with industry leaders in curriculum development

3. Incorporate peer review feedback (University of Kentucky, Dr. Frances Bailey)

4. Gain accreditation by World TEFL Accreditation Commission
WHY ONLINE?

- Level playing field
- Only need a computer and internet access
- Account for different learning styles
- Engagement with classmates
- Students work at own pace throughout the week
- Engage in learning anytime, anywhere
- Tutors are trained TEFL professionals
- Cap at 13 students
- Courses start every two weeks
WHAT WE FOUND

- Ability to handle large volume of students without affecting academic quality of course
- Comprehensive, academically focused courses
- Prepare our students for the classroom with intercultural lessons and TEFL theory
- One time fee for a certificate that never expires
- No travel fees
- Course materials all included online
- Flexible for students, work at their own pace
- Give them in-person feel with tutors
RESULT
Welcome to the CIEE TEFL 150-Hour Course!

Stay organized and connected:

- **Syllabus**: Keep up-to-date with deadlines, get tips, and read about course objectives and expectations.
- **COURSE MODULES**: Track your weekly progress and look up course content.
- **DISCUSSION BOARDS**: Join in conversations about the week's content, collaborate, and challenge yourself to think like a teacher.
- **THE STUDENT LOUNGE**: Get to know your classmates and tutor, plan your adventures, and chat about work in a relaxed place.
GRAMMAR

What do you think of ‘grammar’?

How did you learn grammar at school or college?

Is grammar important in learning a language?

How can your L1 grammar help you with learning a new language?

ciee
## COURSE STRUCTURE

<table>
<thead>
<tr>
<th>Week</th>
<th>Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-course</td>
<td>Your gateway to TEFL</td>
</tr>
<tr>
<td>Module 1</td>
<td>The world of TEFL</td>
</tr>
<tr>
<td>Module 2</td>
<td>Key approaches and methods</td>
</tr>
<tr>
<td>Module 3</td>
<td>Teaching the English Language</td>
</tr>
<tr>
<td>Module 4</td>
<td>Learning Vocabulary</td>
</tr>
<tr>
<td>Module 5</td>
<td>Teaching receptive skills</td>
</tr>
<tr>
<td>Module 6</td>
<td>Teaching productive skills</td>
</tr>
<tr>
<td>Module 7</td>
<td>Choosing your teaching materials</td>
</tr>
<tr>
<td>Module 8</td>
<td>Planning your lessons</td>
</tr>
<tr>
<td>Module 9</td>
<td>Classroom management</td>
</tr>
<tr>
<td>Module 10</td>
<td>Final Exam and preparing for work</td>
</tr>
</tbody>
</table>

### Module structure

- Readings
- Videos
- Podcasts
- Assignments
- Quizzes
- Peer reviews
- Discussion boards
1,600
CIEE TEFL CERTIFIED TEACHERS

95% of 2017 ALUMNI say:

“This course prepared me to be a teacher in a TEFL classroom”
“This course is clear and detailed throughout and the material is presented in multiple formats that satisfies different styles. This course sets learners up to succeed.”

- Renee B. Teach in China

“It was a great course and I feel super prepared to start my teaching journey abroad!”

- Grace P.

“I have four college degrees and taught college for 15 years. This course is a whole new world of learning for me. I loved it. I think it is masterly how you bring the students together, even though we are logging in from all over the country. I feel this is almost a masters level program - in only ten weeks!”

- James L.
CASE STUDY 2:
Sentio
Global
Competence
Certificate
PROBLEM
60 national AFS organizations

11 external partners

94 countries

12,000 participants

40,000 active volunteers

1,000 employees

8,500 families hosted participants

1,720 volunteer chapters

509 local Board members

recognized by 23 education ministries
to have maximum impact on our mission.
KEY QUESTIONS

How can we intervene in student learning along the journey pre, during and post?

How do we move beyond our preference for in person?

How can we reach increasing number of students as demands for intercultural training?

As facilitated intercultural learning becomes more embedded in education abroad and exchange, how can we address the scale and scope of facilitation?
1. well-designed technology together with
2. peer learning that is supported by qualified facilitators

Leveraged to maximize reflection and, subsequently, student learning.
ACTION
The Georgetown Consortium Project: Interventions for Student Learning Abroad

Michael Vande Berg
Council on International Educational Exchange

Jeffrey Connor-Linton
Georgetown University

R. Michael Paige
University of Minnesota Twin Cities
WHAT MATTERS?

Of all the variables (including staying with host families, length of the program, access to language learning, etc.), the variables that have the biggest impact on people’s learning for intercultural competence are ......
KEY TAKE-AWAYS

1. Having intentional, facilitated, intercultural education;
2. The importance of effective cultural mentoring by skilled individuals;
3. Need to share culture-general frameworks and culture-specific content up-front;
4. Including time for regular reflection in program design;
5. Necessity of a developmental approach
FRAMEWORK

1. bring your own way of behaving into awareness
2. bring the other's way of behaving into awareness
3. manage your emotional response
4. adapt to the other's way of framing or behaving
1. Experiential learning
2. Modular
3. Developmental
4. Peer learning
5. Blended learning/
   Flipped classroom
BENEFITS

- Common Language
- Self-paced learning
- Addresses various learning styles
What is your preferred communication style? Why?

154 Comments

GlobalCompetence

Recommend 2
Share

Clara • 4 days ago
I prefer to express directly what I want to say, so I prevent any misunderstanding

Sélas Blyaert • 8 days ago
I tend to be more of a low-profile communicator because I want to convey my messages as clearly as possible, without multiple possibilities of interpretation. I want to make clear what I want to say and for that purpose, I tell people exactly what I think. There are often multiple perspectives/truths in a situation; but when I communicate, I give my perspective/truth so that people know what I think of the situation. I don’t always use a lot of detail in spoken language, but when that makes a situation hard to understand, my conversation partner can always ask questions.

Viktoria Flück • 11 days ago
I prefer to use the direct way of talking, because I was taught so, I can avoid misunderstandings that way, it’s interesting to me how other think and it’s easier.
This is to certify that

[Signature]

has successfully completed our certificate program through coursework on intercultural theories and models, active experimentation in a new cultural environment, and deep reflection with a facilitator. They are now more equipped with the knowledge and skills needed to interact effectively in cross cultural environments.

[Signature]

Bert Vercamer
CEO, Sentio
Global Education Network

Facilitator
RESULT
EARLY RESULTS for GCC

Currently 2500+ participants

1) First phase: Implementation research - internal Sentio participants
   June-Dec 2016 N = 69 to 474

2) Pilot phase: Purdue University Maymester 2017

3) Second phase: Learning impact research Jan 2018
80% satisfaction rate from the GCC

79% reported GCC better prepared them for time in host culture
Suspending judgment

Keeping an open mind

Understanding the cultural self / have a more critical view of one’s own culture

Surprise at how many cultural differences do exist.
The overall group increase along IDI’s Intercultural Development Continuum was **13.90 POINTS**.

- A variance of +/- 7 points in the IDI continuum is considered significant.
- The group mean variance was statistically significant \( p < 0.0001 \).
- The range of point variance between the pre and the post assessment was: **-12.95 to 41.03**.
- 64% of students were in the initial 2 developmental orientations before the program; only 25% after program.
- **11 STUDENTS** Increased one or more DOs.

### INTERCULTURAL DEVELOPMENT CONTINUUM

<table>
<thead>
<tr>
<th>DENIAL</th>
<th>POLARIZATION</th>
<th>MINIMIZATION</th>
<th>ACCEPTANCE</th>
<th>ADAPTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>55-69  POINTS</td>
<td>70-84 POINTS</td>
<td>85-114 POINTS</td>
<td>115-129 POINTS</td>
<td>130-145 POINTS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Misses difference</th>
<th>Judges difference</th>
<th>De-emphasizes difference</th>
<th>Deeply comprehends difference</th>
<th>Bridges across difference</th>
</tr>
</thead>
</table>

Modified from the Developmental Model of Intercultural Sensitivity (DMIS), M. Bennett, 1986

https://engineering.purdue.edu/GEP
The word cloud represents the 100 most common terms used in participants’ overall program reflections.
“These skills will prove useful as I believe strong understanding of cultural differences can unify groups from a leadership standpoint. This in return can reduce conflict, gear individuals’ motives towards a goal, and create a diverse community.”

Purdue participant
Professional, Intercultural, And Global Development In Colombia
CASE STUDY 3: Know Before You Go
PROBLEM
Existing orientation was just “good,” not “great”
ACTION
Iterative Process

A. SP16 - Committee + graduate student capstone project
B. FA16 - Pilot with Prague
C. SP17 - Launch with Prague
D. FA17 - Image and video upgrade, launch for Open Campus in Berlin, London, Paris and Rome
Iterative Process
Pre

• 4wk KBYG Online Course on Canvas LMS
• 30min Q&A Session on GoToMeeting

During

Post
Learning Objectives

- Begin developing intercultural skills
- Articulate goals for growing and learning abroad
- Access key logistics information
- Connect to resident staff and fellow participants
- Get excited about their upcoming journey
Content Mix

24 Generic pieces of content

14 Site Specific pieces of content
WELCOME / VÍTEJTE!

We're incredibly excited to have you join us in Prague! We've created this online pre-departure orientation to help prepare you for your journey. It answers some of the questions you might be asking about how you're going to arrive and thrive in Prague.

CONTENT

Know Before You Go has four modules, one per week. Each module should take you about 40min to complete and covers issues related to Connection, Culture, and Logistics.
Example Content: Intro Videos

Meet the Prague Resident Staff and the Study Center!

Welcome to our beautiful city :)  
CIEE Prague video.mp4

Meet our staff
If you are in the Central European Studies program: CES.mov
Introduce Yourself

Say hello! Please follow the format of "I am _____" and write five or so statements about who you are. Your statements can be as poetic or straightforward as you like. Have fun with it and feel free to comment on others' posts! Here's a quick example:

- I am from New York.
- I am a sister, a daughter, and a friend.
- I am a speaker of English and Chinese.
- I am fascinated with the cultures of the world.
RESULT
Of students complete all four modules of KBYG
Of students stated that they were Very Satisfied or Somewhat Satisfied with KBYG.
APPLICATION
Possible prompts to consider….

<table>
<thead>
<tr>
<th>Problem</th>
<th>Action</th>
<th>Result</th>
</tr>
</thead>
</table>
| ● What is the challenge you’re wrestling with? | ● Is M.Y.L.O. part of the answer?  
● What are possible next steps and who is involved? | ● If you were wildly successful, what would it look like?  
● What are the specific results you are hoping to achieve? |
| ● Why does it matter? | | |
Many thanks!

Ryan Richards
Academic Director of Online Learning
CIEE
rrichards@ciee.org

Linda Stuart
Education & Training Specialist
AFS-Sentio, Inc.
linda.stuart@afs.org

Allison Sobol
TEFL Product and Academic Manager
CIEE
asobol@ciee.org