Transforming Language Pedagogy Across LCTLs:
Reverse Design, Operationalization, Agency

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Mellon Collaborative Partner Project (Autumn 2016)
Significant professional development for LCTL instructors across the Big Ten & Ivy+

Language Pedagogy Innovation Initiative (Autumn 2017)
Local funds for curricular innovation through reverse design and alignment across all languages

Insights from Mellon work and cross pollination evolve into this process:
• ACTFL 4-day OPI workshop
• Test Design and Development workshops
• Creation of 4-skills assessments
• Curricular Realignment
Why these key steps?

1. ACTFL 4-day OPI workshop
   • delivers assessment literacy
   • common language of levels and outcomes
   • community of experts
   • outcomes MUST be defined using ACTFL GL (or CEFR scales)

2. Test design and development workshops and creation of 4-skills assessments
   • hands-on approach working with instructors
   • ensure valid assessments
   • creation of 4-skills assessments

3. Curricular realignment
   • reverse design
Operationalization of identified outcomes

Reverse design, i.e. working back from outcome not new to most of us, HOWEVER

the step from outcome to test task – operationalization – is critical and reveals

• how we define the skill
• how we need to be teaching and practicing the skill
• how students will prepare for the test in that skill
## Operationalization 1. Intermediate low listening comprehension, M/C
You hear a phone message about a change in plans. Choose the best answer.

1. Where are the friends planning to go?
   - a. a movie
   - b. a concert
   - c. sailing
   - d. swimming

2. Where will they meet before the event?
   - a. a café
   - b. the caller’s workplace
   - c. the caller’s house
   - d. the subway station

3. Why does the caller need to change plans?
   - a. illness
   - b. work
   - c. traffic
   - d. got lost

4. How will the caller make up for the change of plans?
   - a. buy dinner
   - b. apologize
   - c. pay for tickets
   - d. pay next time
**Operationalization 2. Intermediate low listening comprehension, table fill-in**

You hear a phone message about a change in plans. Fill in the table. You will hear the message twice.

<table>
<thead>
<tr>
<th>Details about the event</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Plans for before the event and changes</td>
<td></td>
</tr>
<tr>
<td>Plans for after the event and changes</td>
<td></td>
</tr>
</tbody>
</table>
Operationalization and assessment literacy

- think hard about the characteristics of the outcome (IL listening)
- what evidence is needed to demonstrate INTERMEDIATE (not Novice) listening
- constructed response over selected response
- gets at intermediate-level function “creating with language”

In deepening the operationalization of IL listening, deepen the washback – what can my learners do? what am I doing in the classroom to prepare them? what materials am I using? what kinds of formative testing am I doing?
Operationalization, assessment literacy and instructor agency

- instructor agency: I want to do this, my choice, as opposed to top-down mandates
- agency goes beyond buy-in
  - I identified the outcomes
  - I designed the assessment
  - I understand the design of the assessment and its operationalization
  - I’m accountable for implementing instruction that makes my learners perform successfully on these (i.e. my) assessments

Readiness and buy-in for curricular realignment and redevelopment.
Thank you!
Questions??

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