

Susanne Hoepfl-Wellenhofer
EDUC 263
Spring semester 2009

Analysis Report: Goal Analysis, Learning & Context Analyses

Parts I and III

Due Date: March 3rd 2009

I) GOAL ANALYSIS:

The goal analysis should identify target learners and clearly states what learners should know and be able to do; describe context in which skills and knowledge will be applied, and tools that will be available to learners; identifies all major steps and/or topics necessary to complete goal; and properly illustrates relationship among steps and/or topics.

PROJECT: Creating a strategy plan for reading a German novel for the first time, summarizing it and writing an essay about it

Intended learner

Students in third year German having to read a long novel for the first time, whose reasons for taking the class differ and whose ability level ranges from below average to above average (see for more in learning context analysis).

Terminal Objective

By practicing all elements involved in completing the task students will be able to create a **study strategy plan** for reading and summarizing their first 200 page novel in German. In the study strategy plan students have to:

- a) Describe the reading style they will use when reading the novel and support their opinion
- b) Illustrate different ways to understand and recognize unknown words in German without a dictionary
- c) Discuss in writing the strengths and weaknesses of using a good print dictionary versus an online-dictionary and provide examples
- d) Name ways for taking notes when reading and summarizing the chapters and collecting thoughts for their essay
- e) Summarize options for accomplishing the task successfully

After creating the strategy plan students will be able to use those skills for all future long reading assignments. Outside the classroom students can use the same skills to read German books for fun and by doing this improving their German.

Objectives

- **Given** different text styles and given a summary of the different reading styles match all styles and texts correctly and recognize the reading style used for reading a novel correctly.
- **Given** a list of different English word, dissect and interpret the meaning correctly and summarize word identification strategies for English words.
- **Given** a list of different German words and one page from the book to read translate the unknown words correctly two out of three times and then name correctly all word identification strategies for unknown German words without using a dictionary.
- **Given** a list of different German and English words, look them up online or in the small print dictionary, name all the information that can be found in those dictionaries correctly and determine the advantages and disadvantages of using an online dictionary and a small print dictionary. Based on the information translate the word correctly 50% of the time.
- **Given** a list of different German phrases students look them up in the good print dictionary, name all the information that can be found in that dictionary and determine the advantages and disadvantages of using a good print dictionary, especially when writing the essay. Based on the information and examples locate the correct translation 90% of the time.
- **Given** a list of the elements used by authors when writing a novel state the elements that should be part of the short chapter summaries and support your opinion.
- **Given** a list of reasons for procrastination and a list of ways to avoid problems, define your learning style, your personal reasons for procrastination if relevant, your ability level and summarize in writing options for accomplishing the task successfully.

Tools available:

One good dictionary (500.00 – 900.000 entries) for each group

Small dictionary (100.000 entries or less) for each group

Laptops for each group

II) LEARNING AND CONTEXT ANALYSES

The learning and context analyses should contain a short, accurate description of key learner characteristics and contextual factors; make distinction between performance and learning context; contain a short, accurate description of sources of learner and context data; describe technique(s) for gathering additional data if necessary; provide rationale for selected technique(s).

1) Key learner characteristics:

- Students range from freshmen to senior college students and have had 2½ years of German. Students will have read many short stories by the time they will have this instruction. They have read a short novel in high school format (simplified version of a book with vocabulary and exercises) the semester before. For most students this would be their first long novel.
- Students' abilities range from below average to above average. The goal of the instruction is to give all the students the skills to make reading a novel a positive experience and to avoid frustrations and failure. Students have different goals:
 - Some students have a three-year foreign-language requirement. For some meeting this requirement is very hard because they do not have a high language aptitude. They have to finish the three year requirement or they can not graduate.
 - Some students major or minor in German. That means they will continue after 3rd year German and have to be well prepared for future German courses.
 - A small percentage have a German family background (parents or grand parents) and they are taking the class for fun or to improve their skills.
- Attitudes toward content: Students are likely to be receptive to getting guidelines to develop a strategy plan. The strategy plan is beneficial for students and will prepare them for the task of reading the novel, summarizing each chapter, and writing an essay about the book. Most students are excited because they feel this is a good and a fun way to improve their German.
- Motivation for instruction: This project is approximately 20 percent of the semester grade and having a strategy will help them make it a successful project.
- General group characteristics: There will be a total of 15 students per class.

- Context: The first part of the semester covers “Germany after 1945” and the book has to go with this topic. Students did approve the topic the semester before in a questionnaire but were not involved in choosing the book.

2) Performance context

Physical aspects for reading the novel:

It will vary depending on the strategy they choose.

- Anywhere they love to read if they use a print dictionary
- Anywhere they have a computer and access to the internet if they use an online dictionary

Physical aspects for summarizing the chapters:

- Can be done by hand or typed, anywhere they feel like doing it

Physical aspects for writing the essay:

- They will need a computer or laptop

Relevance: The skills learned can be used even after the project is finished. Once they have read one novel they have good strategies to read more novels in the future on their own to improve their reading skills, to improve their vocabulary or just for fun. If they continue with German, they will have to read more novels.

Support: The project has the support of the program director and is very useful for students continuing with German.

Physical and social aspects for instruction: This is a recurring project and the instruction will take place in a room that is familiar to the instructor. The learning environment meets the requirements as stated in the instructional goal and there are no limitations or constraints.

- The one hour of instruction will take place in a special class room in the language center at the university.
- The room is equipped with a computer with internet access, a projector, and a big screen for the instructional part of the project.
- There is enough space for students to work in groups of two or three. The majority of the students have a laptop and are willing to bring it to class (1 laptop per 2-3 students will be sufficient).
- There is also wireless connection.

4. Collecting data about performance and learning context: The students are surveyed at the end of the semester. They have the opportunity to comment on the quality of instruction, what works and what does not, the facilities, the project, and their general impressions.