

A new era of education: 21st century skills

Job shadowing: EOI – Barcelona Drassanes
By Josip Sobin

About partner

Escola Oficial d'Idiomes de Barcelona

(Official School of Languages – Barcelona)

Why EOI was chosen as host for job shadowing mobility:

- Language learning included in official adult education in Spain (as it is in Croatia) and EOI is a part of official language schools network
- Similar structure of language courses offered (within the Common European Framework for Foreign Languages)
- Large number of students per year, requires highly structured organization
- Previous collaboration on writing a KA2 project

About partner

Interesting facts about EOI

- All official language courses are subsidized by Spanish Government
- State is official employer for teachers – entire HR (including payroll) governed by the state
- Full-time teacher job is 20 x 60 min in class plus 20 hr/week for other activities and preparation
- School offers “special courses” that are not a part of adult education, non-subsidized but students can receive grants
- Budgeting is done by school as a private entity, but all acquisitions over 18.000 EUR need to go through public procurement

Topis of interest

Marketing

- 3-person marketing team, includes two teachers and one admin
- 14.500 EUR yearly marketing budget, despite the subsidized courses
- Marketing relies heavily on student perception – why do they come to EOI
- All teachers are actively involved in marketing through:
 - Organizing “cultural events”
 - Researching student opinions on school
 - Researching public opinion (e.g. in front of the school)
 - Student magazine

Topics of interest

Marketing

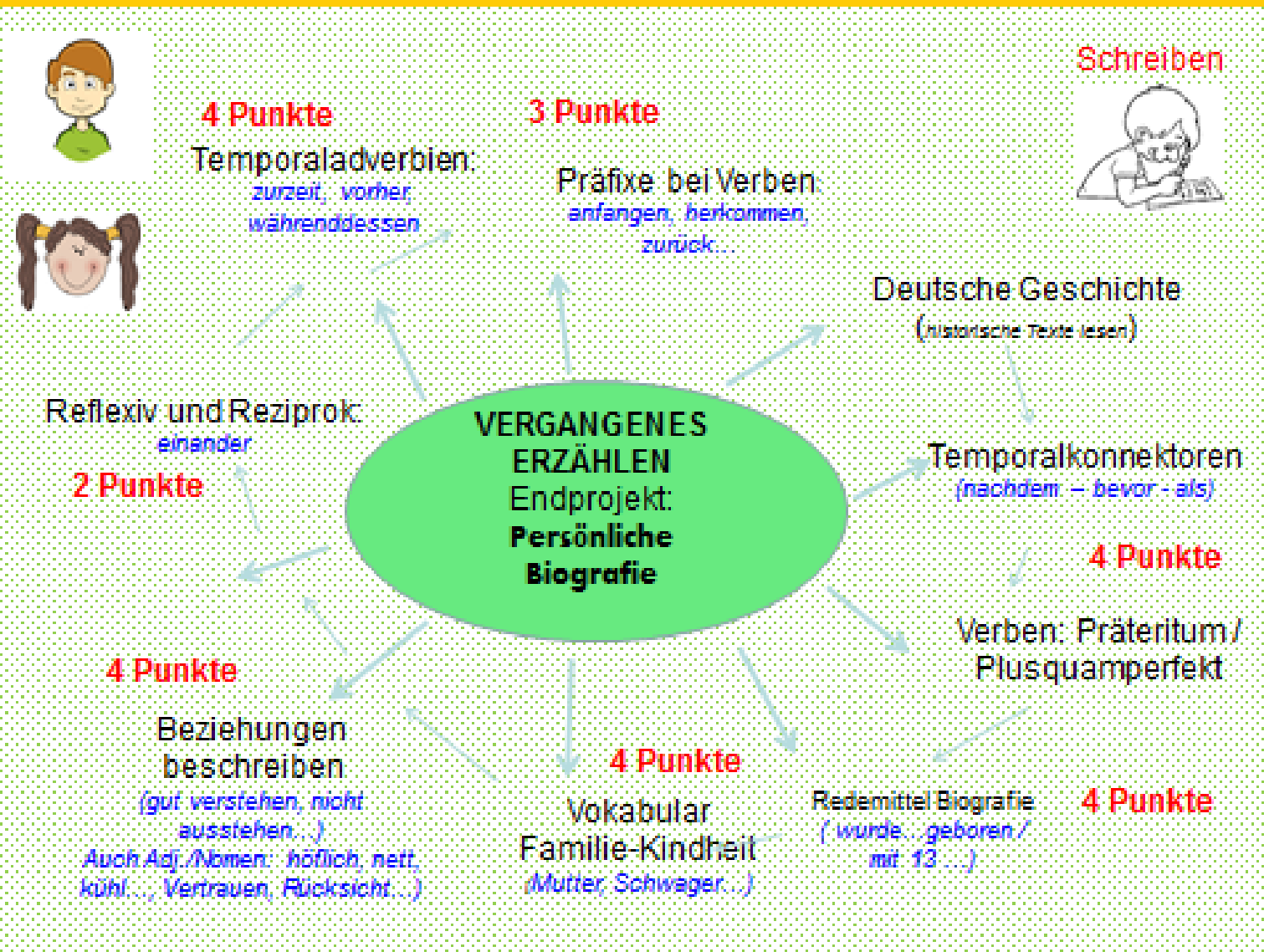
- Yearly SWAT analysis as basis for marketing strategy
- Create customer journey map
- Compare school's self-reflection with students' perception
 - how did they hear about the school
 - main element for making the decision
 - their perception of school's strongest aspects
- Use analysis to create **CORE MESSAGE** and implement core message in all activities, including teaching & cultural events

Topis of interest

Teaching & Methodology

- For the most part identical approach as in Jantar (similar textbooks, syllabus approach, DOS supervision, etc.)
- Interesting examples that could be applied in Jantar:
 - Use mind maps to outline new materials and give a clear picture about assessment topics and scoring system
 - When books start with pieces of information instead of complete texts, start with end-of-the lecture text and work backwards.
 - Ask students to create homework videos that include everything that was learned in a particular unit

Topis of interest Teaching & Methodology



Example of a mind map
with point breakdown for
assessment

Topics of interest Teaching & Methodology



1 Ich heiÙe Paco Rodriguez. Ich bin 23 Jahre alt und komme aus Mexiko. Ich wohne in M¼nchen und studiere Biochemie. Ich bin nicht verheiratet und meine Hobbys sind Skaten und Fotografie. Mein Sternzeichen ist Waage.

Das ist mein Bruder Miguel. Er ist 31. Er lebt in den USA, in Kalifornien. Er ist Ingenieur und arbeitet bei SunTex in Palo Alto. Miguel ist verheiratet und hat ein Kind. Miguels Frau heiÙt Patricia. Sie ist 27 und arbeitet als Krankenschwester. Das Baby ist meine Nichte Eliza.



&



2 Ich heiÙe Nicole Moser. Ich bin 22 Jahre alt und komme aus ¼sterreich. Meine Heimatstadt ist Wien. Zurzeit lebe und studiere ich aber in M¼nchen. Ich bin nicht verheiratet. Meine Hobbys sind Kochen, Musik machen und Singen. Mein Sternzeichen ist Widder.

Das ist mein Bruder Florian. Er ist 24 und lebt zurzeit in Spanien. Er spricht vier Fremdsprachen perfekt: Englisch, Franz¼sisch, Spanisch und Italienisch. Florian studiert Business Management in Barcelona. Er ist bald fertig und geht dann zur¼ck nach ¼sterreich.



VS.

Hallo! Ich bin Nicole ... 1

1.04 AB 3 Ich komme aus Mexiko.

a Wer sagt was? H¼ren Sie das Gespr¼ch weiter und ordnen Sie zu.

PACO — Woher kommst du? Aus Spanien?
NICOLE — Nein, ich komme aus Mexiko.
Du kommst aus Deutschland, hm?
Aus der Schweiz?
Ich komme aus ¼sterreich.

b Erg¼nzen Sie und vergleichen Sie mit a.

BRUNNEN — Woher kommst du?
ICH — Ich komme aus Mexiko.

1.05 AB 4 Woher kommt die Musik?
H¼ren Sie und ordnen Sie zu.

Land					
Musik	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

aus Deutschland/Spanien/Wien/...
aus der Schweiz / aus der T¼rkei / aus dem Iran

1.02 1 H¼ren Sie. Wie heiÙt das Lied?
Welche deutschen Namen kennen Sie noch?

AB 2 Und wer bist du?

1.03 a H¼ren Sie und kreuzen Sie an.

Ich heiÙe
 Winfried.
 Paco.

Ich bin
 Nicole.
 Winfried.

b Kettenspiel: Sprechen Sie.

▲ Hallo! Ich bin ...
Und wer bist du?
■ Hallo, ich heiÙe ...

c Zeichnen Sie einen Sitzplan.
Notieren Sie die Namen.
Wer weiÙ die meisten Namen?

H¼ren/Sprechen: sich begr¼Ùen/verabschieden: Hallo. – Tsch¼s.; nach dem Befinden fragen: Wie geht's?; sich und andere vorstellen: Das ist Paco. Er kommt aus ...
Wortfelder: L¼nder, Alphabet
Grammatik: Konjugation Singular: ich heiÙe, du heiÙst, ...; W-Fragen: Woher ...? / Wie ...?

neun | 9 | Modul

Topis of interest

Teacher training

- Procedures in place for new teachers
 - Orientation by department head
 - Pedagogical sessions by DOS
 - Discussion based workshops to improve weak points
- CPD designed based on “Communities of Practice” process

Topis of interest

Teacher training

Communities of Practice

- Start with specific problem (i.e. “How to improve writing skills in the classroom”)
- Diagnosis stage – 5 min individual reflection, 20 min small group discussions
- Formulate concrete questions and put them on a poster
- Create mind map
- Choose speakers and research papers that address the problem
- Discuss learning outcomes, choose most important/appropriate solutions
- Create a written guide
- Implement in class
- Measure results
- Present results to peers

real **needs**
and worries

collective
debate



Topics of interest
**Teacher
training**

path of
collective
professional
growth

spirit of
collective
inquiry

Link P to T

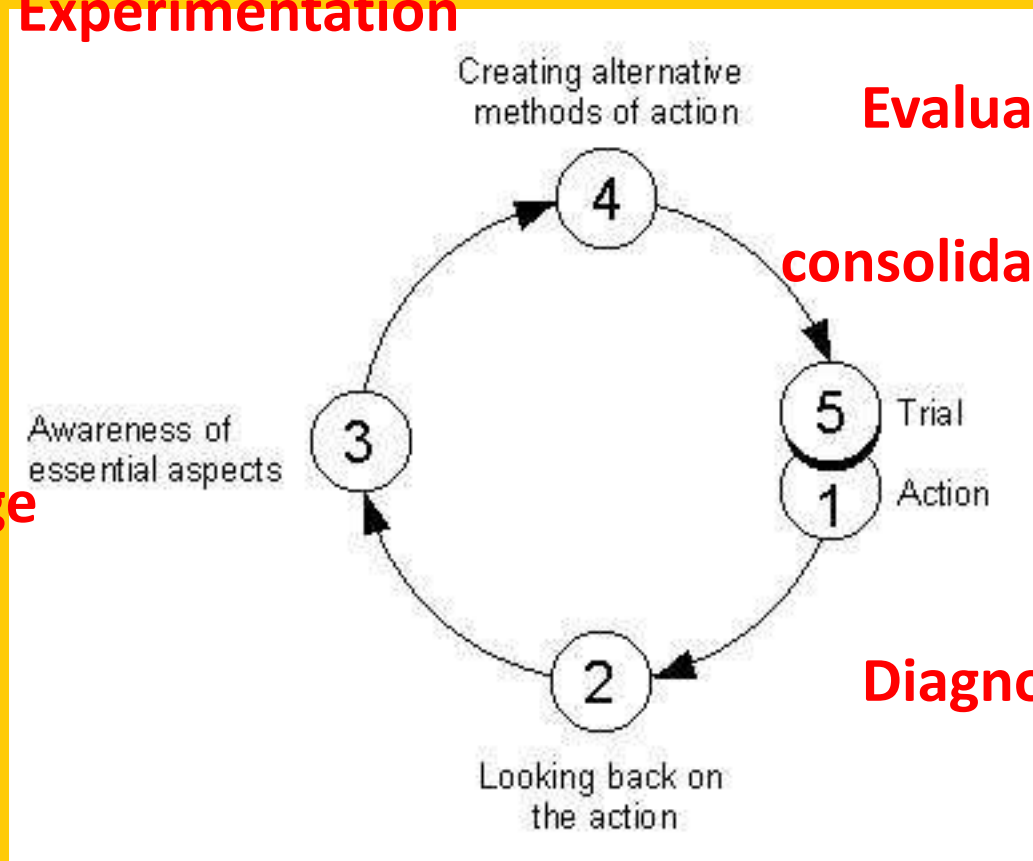
The ALACT model describing the ideal process of reflection

Construction and Experimentation

Topics of interest

Teacher training

Planification stage



Systematic Reflective Cycle

(Korthagen, 2001)

Topis of interest

Assessment

- External assessment (similar to Cambridge Assessment English)
- Ministry of Education has a team of assessment experts for every language
- Every semester, new assessments are created for every language/level
- All students in all EOI need to take the exam on the same day, same exams for everyone in Catalonia
- Exams are not to be opened prior to entering the class
- Exams are evaluated and graded by the same body at the Ministry

Possible to receive assistance from the European Association of Language Testing and Assessment for implementation on national level.