

# Curriculum Design for Career Exploration: ESOL Bridge Programs

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# Overview:

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- The Bridge to College and Careers program
- Advanced Manufacturing Module 3
- Aligning course goals with the syllabus and unit plans
- Contextualization
- Best practices and common pitfalls
- Course Goals Activity / Unit Objectives Activity



# Bridge to College and Careers

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- Funded by the Richard and Susan Smith Family Foundation
- Northern Essex Community College  
Center for Adult Education Programs and Preparation  
(CAEPP)



# Program Goals

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- Guide students in developing their short and long term goals
- Strengthen college readiness skills
- Strengthen work readiness skills
- Enter college and/or employment



# Program Strengths

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- College Preparation Model
  - Tutoring centers
  - Support services
- Accelerate student progress



# Program Challenges

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- Recruitment
- Personal barriers
- Attendance



# Bridge Curriculum

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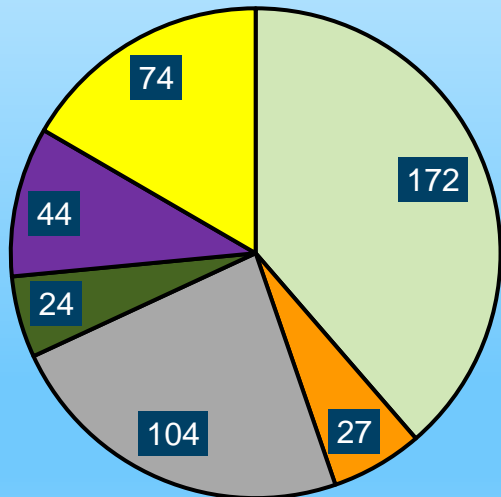
## Modular Structure

8 weeks	Module 1 Health Care	CCRS; Math; Intro to Computer; Blackboard;
8 weeks	Module 2 IT/Business	Field exploration/job shadowing; fieldtrips; NECC presentations; register up to two 3-credit courses
8 weeks	Module 3 Advanced Manufacturing*	
8 weeks	Module 4 Next Steps	Final Project + Presentation



# Accomplishments FY13-16

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- Registered
- Country
- Completed Bridge
- Transition to credit courses
- Transition to non-credit courses
- Employed





# Different Approaches

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“Are there opportunities for discovery and surprise?”

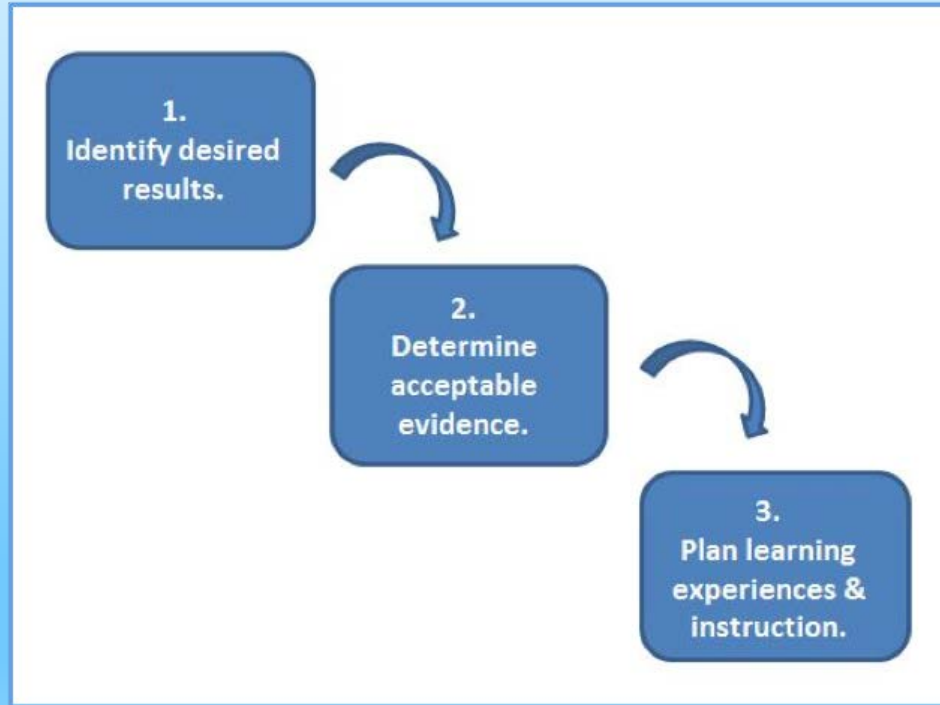
“Are students engaged with primary sources and hands-on materials?”

“Is the work linked to student questions and interests?”

Ayers, B. (2001)

# Backward Design

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Wiggins and McTighe (2006)



# Module goals

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Academic goals	Professional goals	Language goals



# Needs Assessment

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Who are your stakeholders?

How can you reach them effectively?

What kinds of data are you seeking?

Can you triangulate your data?

How will you analyze your data?

Methods	Best Practices	Pitfalls
Surveys Observations Focus Groups Interviews		



# Module Goals

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Students can write an effective thesis statement by making a claim and using a controlling idea.

Students will be able to understand that there are shifts in register (formality and style) when communicating with professors, classmates, advisers, financial aid officers, and other administrative staff.

Performative / Cognitive / Metacognitive / Affective



# Advanced Manufacturing

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- What is it?
- Essential Questions
- Key terms
- Academic skills
- Formative and summative assessments



# Essential Questions

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- How can we make connections between the classroom and the community?
  - Guest speaker
  - Field Trip
  - Representative from NECC enrollment
- Key terms: academic papers and job advertisements (authentic materials)
  - Examples: CAD machines, 3-D printing, biofabrication, general tolerances



# Summary

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## Best Practices:

- Use a Primary Organizing Category
- Use theoretical rationale to support any curricular decisions
- Align course goals with curriculum and unit objectives
- Ask for feedback frequently

## Common Pitfalls

- Not thinking about assessments until the end of the design process
- Using only what is familiar or what you think works without gathering data





# References

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# Thank you!

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