OBJECTIVES

• Past – Looking Back
• Present - Now What?
• Future - Looking Ahead
Agenda

2:30 - 2:45 Ice Breaker (Fun Facts about Korea)
2:45 – 3:15 Online Curriculum Presentation (Hands-on Activity)
3:15 – 3:45 Online Curriculum Implementation (Triple Track)
3:45 – 4:00 Q & A
Triple Track Agenda

• Strategies for Supporting Learning

• Track 1: Content to support learning here
• Track 2: Actively engaging adults in learning
• Track 3: Applying learning and facilitation
  moves to work with staff, students, and parent
IKEN (International Korean Educators Network) Vision

IKEN is founded on establishing a systematic support network of educating our future generation of Korean heritage students by strengthening their identity as Koreans through Korean language and cultural education as productive, global citizens of the future.

IKEN will take an active role in supporting educators of Korean language and culture in different types of schools such as Korean Dual Language Program, Korean language classes as a foreign language in secondary schools, and Korean community language schools in the world to share a common pedagogy in positively influencing the future generation.

This objective is mad possible with the active support of Korean policy makers and community partners by promoting the Korean language as a world language and Korean cultural contents such as K-pop.
Historical Context

What were the objectives?

- Meet Collegeboard recommendations (AP program)
- Promote Korean Language and Culture
- Provide Professional Development to Korean Language Educators
- Implement Dual Language Programs in elementary schools
- Increase in Korean offerings in secondary schools
How/Why did the objectives change?

• Assess, review, analyze **Successes** and **Challenges**
• Ask difficult questions, and reaffirm “Why”? (Focus)
• What does the data say?
• Innovate and find alternative ways to meet the objectives (how)
• Implementation of common core
  (21\textsuperscript{st} century learners)
• 21\textsuperscript{st} century skills utilizing technology
• Massive outreach via online schools, online publishers, and blended learning model
• Sustainable online curriculum
IKEN Online Successes and Challenges

Successes
• Digital curriculum K-12
• Number of hits
• International requests (Mongolia, Kaz., France, etc.)
• Annual PD
• Interest from non Korean students
• Cross Collaboration (K-16)
• Human and Social Capital

Challenges
• Sustainable Funding
• Time
• Too much work/task
• Fear from teachers
• Resistance from other Korean org.
IKEN online progress report

Collaborating on Curricular Innovation

• Create high school online curriculum level 1-4
  • Common core embedded
  • Lessons include speaking, listening, reading, writing
• Receive A-G approval from UCOP
• Pilot online (hybrid, independent, virtual teacher, blended)
• Opening of online school (CDS code established)
• Ongoing fine-tuning of LMS
  • Teacher monitoring ability
  • SIS
IMPLEMENTATION of online curriculum at schools

- Develop the curriculum and assessment
- Certify the course for a-g approval
- Link to the platform utilizing Moodle /LMS
- Seek Highly Qualified Staff
- Training and notification
- Identify Students to be enrolled
- (Embed in master schedule)
- Logistics
- Launch!

Now What?
Proposed Process

• School Districts can request of IKEN the UCOP syllabus to be uploaded at their UC Doorways website
• Request an orientation meeting with school administration, counselors, and teachers for the next process
Option A

• Utilize KEC Online School
  • Enroll Directly
  • Transcript will be sent to student upon completion of the course
Option B

- Individual School Districts handle the online program internally
- It is important that once the commitment has been made, each district create a course code for each level of Korean
Option C

1. Students get permission from school’s counselor to able to take the Korean online program.

2. After following step #1, student can sign up directly onto the IKEN

3. Students will be given a pretest to be assigned a level

4. Students will be assigned to the class (20-25 class ratio)

5. Once the students completes the course, online teachers will submit the grades to school counselor, registrar, or appropriate personnel

6. School registrar inputs the grade
Proposed Process continued (Monitoring)

- Participating schools can identify a mentor if a Korean speaking teacher is available (Skype should be utilized if this is not possible)
- Online Teachers will provide progress to the school counselors via email
Current Status and Surprises

• More work on online teachers (Math pilot)
• Need of face time with the instructor (authentic acquisition)
• There is an overwhelming requests to take the course
• “For Profit” businesses wanting partnership
• Fear from current Korean Language teachers
Looking Ahead

College-level Online Implementation

Online School

Other online subjects

Mock AP Test (AATK)