



# Spanish and Portuguese

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## Online Individualized Language Instruction



Dr. Jan Macián and her team will be developing a hybrid (in-person & online) Spanish 1103\* Individualized Instruction (ii) Learning course. In line with other ii courses, students will undertake material, schedule and hold meetings with instructors on their own initiative, and take tests at their own pace and on their own initiative. Unlike existing ii instruction, all course material and interactions with instructors will be online, including examinations.

## Department

### Department Lead

- Dr. Jan Macián (macian.1@osu.edu)

### Department Constituents

- **Christine Miller** (II Supervisor/materials development) (miller.3560@osu.edu)
- **Jenny Galeano** (Project Coordinator/Editor) (galeano.2@osu.edu)
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## LT Members

### Project Lead

- **Robert Griffiths** (griffiths.44@osu.edu, ltgrants@osu.edu)
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### LT Constituents

- **Tom Evans** (evans.1517@osu.edu)
- **Joni Tornwall** (tornwall.2@osu.edu) - QM

Spanish and Portuguese is developing a hybrid (in-person & online) Spanish 1103\* Individualized Instruction (ii) Learning Program. During the course of this grant, we will prepare and deliver one section of Spanish 1103ii for a class of approximately 20 students. In line with other ii courses, students will undertake material, schedule and hold meetings with instructors on their own initiative, and take tests at their own pace and on their own initiative. Unlike existing ii instruction, all course material and interactions with instructors will be online, including examinations. Students who register for this section of Spanish 1103ii will pilot a new model of distance language education.

Extending individual instruction in this way will meet several of OSU's key strategies: (1) to use the latest technology to support instruction, (2) to better serve students, and (3) to enhance their learning experiences. Expansion of Spanish individualized instruction to 1103 will have a significant impact on students' language learning experiences and will enable us to use this course as a springboard for a completely online distance learning course. The course is innovative because it will (1) provide synchronous learning and asynchronous instructional opportunities, (2) help us better serve nontraditional students and attract those who delay their language completion, and (3) make Ohio State well positioned to launch distance-learning instruction in Spanish, Portuguese, and Quechua. Implementing Spanish 1103ii provides a platform for best practice in individualized instruction and serves as a model for other languages and departments at Ohio State.

\*Note: Spanish 1103 will replace the quarter-system Spanish 104. References to past courses will use the 104 number; references to courses in Fall 2012 and after will use 1103.

In sum, too few students complete the general education Spanish sequence at OSU in a timely manner.

Spanish 1103 is the final course in meeting the GE Skills requirement for studying a foreign language, the end of a sequence consisting of 1101-1103. Historically, there has been a loss of enrollments between 103 and 104, and students who do enroll in 104 too often do not complete the course (attrition). Further, those students who do not complete the introductory sequence in a timely manner -- even if they do complete it at OSU -- are less likely to enroll in higher-level courses at OSU, further reducing total department enrollment. Currently,

- 103 is offered every quarter with approximately 30 per quarter. The typical course enrollment for the academic year is approximately 2435 students.
- 104 is offered every quarter with 25-40 sections per quarter. The typical course enrollment for the academic year is approximately 2,250 students.

We believe that this attrition and loss of enrollments result from three main factors:

- 1) nontraditional students (who are employed, have families, etc.) are unable to meet at scheduled times;
- 2) other students delay completion of their language due to scheduling conflicts (with highly structured degree programs, e.g.);
- 3) other students complete their coursework in other institutions that offer distance or technology enhanced courses that do not require regular class meetings.

The solution to these problems is to offer a final course in the GE sequence which students can more easily fit into their schedules and complete in a timely manner. Individualized Instruction does both by requiring less strict attendance requirements. Individualized Instruction should answer the needs of all three constituencies and thus reduce lost enrollments. In addition, flexible scheduling will allow students to complete the course at their own pace -- but without postponing it -- thus reducing attrition.

The introduction of ii also provides a number of opportunities. An eminent program could attract additional enrollments from students at other institutions, expanding enrollments. A wider range of offerings further provides the opportunity to address a range of student learning styles and to introduce language students to the use of communication technology.

This pilot also provides the opportunity to develop exemplary models of education that can be applied to other foreign language courses and departments, as well as other units at Ohio State and beyond. In this effort, the lessons learned from this ii pilot will be directly portable to other foreign language ii courses and modules created will be applicable to non-ii courses, as well.

Over time, it is hoped this project will increase the number of students who complete Spanish 1103 at Ohio State and improve our students' educational experience.

## **Project Goal(s)**

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- To produce a semester-length version of Spanish 1103ii for Fall 2012 that meets or exceeds current level of instruction and meets student preferences.
- To produce a course that will reduce attrition in student enrollments and course completion.
- To streamline the maintenance and deployment of instructional technology.
- To develop a general standard for individualized language instruction.

During this year-long project, in order to fulfill these goals, we expect to:

(To produce a semester-length course)

- Develop an individualized instruction version of the existing Spanish 104 course.
- Convert existing materials (from in-person 104) and produce additional materials for 1103ii.
- Recruit and train instructors, as well as produce training materials for students and future instructors
- Use learning technology to enhance delivery of two specific content areas: Present students with relevant and current information about the Spanish-speaking world. The materials we develop for this on-line course will offer them the opportunity to explore their areas of interest as they continue to improve their language skills both in the personal (individual) and presentational modes (research).
  - Increase use of library resources and related skills, such as interrogating the value and credibility of sources. For those students who would like to continue studying Spanish, incorporating and introducing to them library databases and resources in Spanish 104 will better prepare them for coursework at the major/minor level and develop their research skills.

(To reduce attrition in enrollments and completion)

- Develop an online readiness quiz that assesses students' abilities to engage online and compatibility with Spanish 1103ii learning style.
- Develop an online quiz that assesses students' technological equipment to verify ability to engage with online materials
  - Recruit and identify appropriate students for individualized instruction (self-motivated, highly organized)
  - Improve processes for identifying and recruiting such students
- Lower attrition rate by improving orientation materials
- Develop a flexible pace of instruction.
  - Some students will choose to complete their course work in less than ten weeks (or 14 in semesters) and others may wish to extend their coursework to another quarter/semester.
  - Professional students who do not have a language requirement will be able to practice their language skills without committing to the less flexible in-class course schedule.

(To streamline the maintenance and deployment)

- Streamline the process of propagating standard course content for each individual section
- Reduce the time required to produce course shells for multiple sections

(To develop a general standard for individualized language instruction.)

- Assess technology used for this course
- Obtain IRB approval.
- Increase efficiency of previously piloted elements of instruction.
- Promote library and cultural resources.

We will prepare and conduct one section of Spanish 1103ii to be offered during Autumn 2012 (or completion of ii work by students initially enrolled in the pilot). We will develop all necessary materials; research, choose, and deploy technology to conduct this course; and gather data about the effectiveness of content and delivery for student learning. The scope of this project does not include development of fully distance versions of Spanish 1103 or the development of other courses or courses in other languages.

### In-Scope

Work pertaining to completing a full semester pilot of Spanish 1103ii, including

- Recruitment and selection of students, including development of SPPOii Readiness quiz.
- Orientation of students, including implementation of orientation video and in-person sessions.
- Instructor recruitment and training (focus group and/or attitude survey re technology in language classes for instructors).
- Preparation of all materials for the course (video worksheets, song worksheets, rubrics, programs, homework assignments, etc.).
- Construction of an online class portal (aka, Carmen site).
- Choice and deployment of additional online tools to facilitate student-instructor interaction (i.e., Adobe Connect and/or Skype).
- Continue pilot until all enrolled students have either completed the course or until Spring 2013.
- Gather data about the effect of instructional changes on student achievement and satisfaction, including attrition.
- Gather data about the effectiveness of technological tools and processes in reducing administrative and instructor overhead.
- Focus groups and/or test sessions of technology and materials to be used in pilot course.
- Ongoing exploration of technologies that could be used in delivering individualized or distance language learning.
- Share information with and provide opportunities for feedback from department faculty, staff, and graduate students.

### Out-of-Scope

Work pertaining to other Spanish & Portuguese initiatives, including

- Development and implementation of other Spanish, Portuguese, or Quechua ii courses.
- Development and implementation of Portuguese or Quechua 104ii courses.
- Development and implementation of SPPO distance education courses.
- Development and implementation of individualized instruction of Spanish for professions (health, law, business, etc.).
- Early orientation sessions offered for Portuguese 101-104ii and Spanish 240/250ii courses along with orientation video production for the named courses.
- Assessment of changes in reduced enrollment between 103 and 104 or retention of students for higher-level courses.
- Adoption of additional technologies for instruction in this pilot course.
- Implementation of “Regular Expressions” for expanded responses in the target language will be used after the course modules have been developed and content has been approved. “Regular Expressions” will require more time to include all possible responses for more open ended questions/responses than is possible. We will rely on iLearn on-line workbook for the first year. [JM]

Note, out-of-scope work may be completed concurrently or beyond the Impact Grant time frame, but LT grant funds and personnel resources will not be used toward these initiatives.

### Produce a Semester-length Course Equivalent to or Better than Traditional

#### 1) For Students

- a. Course provides students an equally effective GE Spanish language learning experience
  - i. Measured by GPA comparison to previous traditional courses
  - ii. Measured by student self-report
  - iii. Measured by instructor perception of impact on students
- b. Course provides students an equally effective knowledge of library resources
  - i. Measured by Carmen and/or Library-provided data feeds on usage
  - ii. Measured by survey item that perception of library link supported learning
- c. Students indicate a positive preference for the ii instructional model
  - i. Measured by student self-report in post-course survey
  - ii. Measured by SEI (selected items) as control since individualized instruction has more than one instructor
- d. Instructors indicate a positive preference for the ii instructional model
  - i. Measured by instructor self-report in post-course survey
- e. Increase Quantity/Quality of Instructor Attention
- f. Technology enhances and does not hinder student experience
  - i. Students learn tech quickly enough and well enough that it does not become an obstacle to learning
  - ii. Measured by number of student tech support reports

#### 2) For Instructors

- g. Experience of teaching (ease of use)
  - i. Measured by instructor self-report
- h. Ability to provide individual attention
  - i. Measured by self-reported perception of quality interaction time
- i. Investment in learning technology
  - i. Measured by instructor self-report

#### 3) Course adheres to QM standards

### Reduce Attrition in Enrollments and Completion

#### 1) Students receive effective preparation for ii course participation

- j. Measured by outcomes from the preparedness survey

#### 4) Course is easier to schedule (fitting course into schedule)

- a. Measured by student self-report

#### 5) Course is easier to "attend" (i.e., arranging instructor time on weekly basis)

- a. Measured by student self-report
- b. Measured by student hours logged in Carmen and Connect/Skype

#### 6) Course is easier to complete (i.e., fulfill sufficient hours to satisfy requirement)

- a. Measured by student completion of registered hours within Fall 2012 (numbers from Annette Krause)
- b. Measured by contract adjustments at Week 7

#### 7) Students indicate intention/willingness to continue language learning



- a. Measured by student self-report of intentions
- b. Measured by subsequent enrollment records
- c. Measured by major/minor changes

## Streamline Course Maintenance and Deployment

### 1) For Course Managers

- d. Reduced Carmen shell creation time (& other prep)
- e. Reduced material update/replacement time

### 8) For Instructors

- a. Instructor Efficiency
  - i. Measured by performance (productivity: instructor time per student FTE)
  - ii. Measured by preference
  - iii. Cross-ref with instructor perception of course effectiveness (above)

## Develop a General Standard Model for Individualized Language Instruction

### 1) Scalability (feasibility and applicability of tech solutions for other areas)

- b. Connect, Skype, Carmen, Media Manager, Library link, and iLearn workbook
  - i. Measured by experience of implementation
  - ii. Measured by student end-of-course survey
  - iii. Measured by instructor end-of-course survey

### 9) Acceptability (willingness of instructors to adopt these solutions)

- a. (Cross-ref) : Student appreciation of ii model/technology
- b. (Cross-ref) : Instructor appreciation of ii model/technology

10) (Note: Production of Semester-length Course... is a prerequisite for Developing a Standard Model, so be sure to include performance measures here)

## Project and Process

### 1) Instructor recruitment and training

- a. Successful recruitment meeting
  - i. Measured by number of TAs interested in program
- b. Ease of learning system
  - i. Measured by amount of training required to gain proficiency
  - ii. Measured by self-report
- c. Improved perception of value of tools for language instruction
  - i. Measured by instructor-composed reflections before, during, and after training
- d. Effective training
  - i. Measured by evaluations of training

### 2) Design, implement, and assess the usefulness of [6] Learning Analytics dimensions

- e. derived from Carmen
- f. derived from Registrar/SIS (via Martha Niset)
  - i. Measured by demographic info (non-traditional student [Project 60, military, changes in enrollment, degree-seeking status, etc.])
  - ii. Measured by Course of Study info: Grades, enrollment, major, etc.

- g. derived from Connect/Skype
- h. derived from Libraries
  - i. analytics-based
  - ii. derived from Course Enhancement Grant success measures (Bryan Leaf)

In order for this project to be successful, we are working under these assumptions:

- There will be sufficient interest for university students to choose the individualized instruction route rather than the traditional classroom one.
  - We anticipate that we will have at least 20 students enrolled in the pilot course and that similar numbers will be interested in future terms.
- Students enrolled in 104ii will have the technological and learning skills required to succeed in this individualized model of education.
- Adobe Connect and Skype will be available for instructors and students to have virtual meetings for conversation and office hours.
  - We assume that these systems will be available to substitute any time a student cannot attend in person.
- Carmen will be able to provide the administrative and instructor improvements
  - that it will be possible to improve the efficiency of the creation of standard shells for multiple sections
  - that it will be possible to configure Carmen to reduce instructor workload for similar activities
- Sufficient data will be available to reach reliable conclusions about the success of the project.

<b>Risk</b>				<b>Mitigation</b>
Carmen issues/ storage issues	1	2	2	Upload Carmen materials before term and test run
Adobe/ Skype	2	1	2	Troubleshoot per recommended solutions
Attrition in ii classes	2	2	4	Have students complete self-evaluation/competency exam before term; meet with students before term to outline course expectations and assess students' technology proficiency before course start; utilize Carmen features and QM standards to promote clear understanding and expectations.
Lower student learning	1	3	3	Monitor student achievement throughout the course. Make use of existing knowledge about how to succeed with individualized instruction.
External	2	2	4	Cross-training, redundancy, ongoing communication.

- Departmental apathy toward technology-enhanced education
- Student aptitude for individualized models of instruction
  - Student scheduling/completion difficulties
  - Acclimation to online workbook/textbook for Spanish 104ii
- Student access to technology
  - Inadequate internet connection for successful Adobe Connect session
  - Unreliable access to internet
  - Possible problems accessing certain forms of media
- Limited instructor resources
  - Time
- Limited instructional resources
  - Limited access to facilities for in-person meeting times
  - Limited hours to schedule online meeting times

## Schedule Considerations / Other/Related Projects

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### Dept.

- Planning and brainstorming stage for Quechua 501/502/503 ii

### LT

- Simultaneous Impact Grant (Animal Sciences)
- Additional round of Impact Grant applications (due May 21)
- Learning Technology initiatives and high-priority projects yet to be determined
- LT project lead out of office for one week in late August

## Project Milestones and Major Deliverables

Milestone/Deliverable	Target Week	
SP104ii course advertisements delivered to all sections of SP103.01 and SP103.66 [conduct the 5-6 week before students begin to schedule for Spring, Summer, Autumn 2012]		Jan, Jenny, Christine
Idea Lab	March 6, 2012	Jared,
Completion of "SPPOii Readiness" quiz	March 1, 2012	Christine
SurveyMonkey survey to check "pulse" of instructors in SPPO re: Adobe Connect	March 9, 2012	Jan Macian
Focus Group with SPPO instructors for Skype and Connect and planning for Spring offerings (Beth, Christine, Jan and Megan Horn)	March 12, 2012	Jan Macian
Charter finalized and approved by LT and SPPO	March 19, 2012	LT, SPPO Teams
Course skeleton completed	March 30, 2012	Christine
Blog	March 30, 2012	Jared
Decide final evaluation methods (survey, focus groups, etc.)	March 30, 2012	
Idea Lab	April, 2012	LT (Rob)
Identify team members for IRB	April 2, 2012	Jan
All materials for Module 1 added to Carmen shell	April 6, 2012	
IRB forms downloaded and reviewed	April 15, 2012	
Success measures finalized (survey items identified, focus group questions created)	April 30, 2012	
Blog	April 30, 2012	Jared
Idea Lab	May, 2012	LT (Rob)
All materials for Module 2 added to Carmen shell	May 11, 2012	
Focus / test group	May 18, 2012	
Blog	May 30, 2012	Jared
Idea Lab	June, 2012	LT (Rob)

Milestone/Deliverable	Target Week	
Team members trained in CITI and COI (those named on IRB application form) <a href="http://citiprogram.org">http://citiprogram.org</a> <a href="http://orrrp.osu.edu/irb/training/citi.cfm">http://orrrp.osu.edu/irb/training/citi.cfm</a> <a href="http://researchonline.osu.edu/conflict-of-interest/">http://researchonline.osu.edu/conflict-of-interest/</a>	June 1, 2012	
Library resources added to Carmen shell	June 1, 2012	José
IRB Training complete	June 1, 2012	
Draft of IRB survey assessment factors complete	June 1, 2012	
Draft of IRB 1-page lit review	June 1, 2012	
Submission of IRB forms	June 1, 2012	
All materials for Module 3 added to Carmen shell	June 8, 2012	
Blog	June 30, 2012	Jared
Idea Lab	July, 2012	LT (Rob)
Choice of platform made: Skype or Adobe Connect (or both)	July 1, 2012	
All materials for Module 4 added to Carmen shell	July 6, 2012	
IRB approval	July 15, 2012	
Blog	July 30, 2012	Jared
Orientation Video completed Script/storyboarding Production/filming Post-production/editing	August 1, 2012	
Instructors selected	August 1, 2012	Jan
Idea Lab		LT (Rob)
Carmen course shell structure done	August 1, 2012	
Instructors trained	August 8, 2012	
Training for SPPO team members: Connect Skype Carmen	August 22, 2012	
Blog	August 30, 2012	Jared



Milestone/Deliverable	Target Week	
Idea Lab		LT (Rob)
Blog		Jared
Idea Lab		LT (Rob)
Blog		Jared
Idea Lab		LT (Rob)
Blog		Jared
Idea Lab		LT (Rob)
Transition Plan to Self-supporting Model		SPPO
Participate in 2013 Selection Committee?		
LT Support phase-out agreement		SPPO, LT
Conference Proposal submissions for 2013 (ACTFL, NorthEast, CALICO)		
QM consultation, rubric review		
Final Report (including Chair statement)		
Apply to present at Innovate! 2013		

### Departmental Funds, time

\$54,800

- SPPO Support
  - Christine Miller (II Supervisor/materials development) 10%// \$990
  - an Macián (Program Director) 10%// \$10,436
  - Jenny Galeano (Project Coordinator/Editor) 10% // \$6,825
  - Melissa Doran (II Instructor) 100%// \$21,797
  - Travel to conference // \$3,000
- Personnel: ASC Tech
  - Allen Coleman (Digital Media & Instructional Technology Coordinator) [\$40/12 hours per term]// \$1,920
  - Paul Kotheimer (Instructional Media Specialist)// \$1,920
  - Scott Sprague (Electronic Media Producer) \$1,920
  - Mike Kaylor (Director of Instructional Facilities and Services)// \$1,920
- OSU Library
  - José Díaz (library liaison for use of library resources/ materials/resource project) 5%// \$4,072

### LT funds, time

\$15,000

- SPPO
  - Faculty/staff release for materials development
- LT (hours)
  - Help, training and/or consultation with technology, audio and visual materials/programs and distance learning programs
  - Assistance and/or development of a project plan, including its assessment and completion
  - Any other assistance or guidance available during the grant period