

Date: 12/18/2017

Grant Number: 281

Institution Name(s): Georgia Gwinnett College

Team Members (Name, Title, Department, Institutions if different, and email address for each):

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Project Lead: Dr. Federica Goldoni

Course Name(s) and Course Numbers: SPAN1001 and SPAN1002 elementary Spanish I & II

Semester Project Began: Spring 2017

Semester(s) of Implementation: Summer – Fall 2017

Average Number of Students Per Course Section: 28

Number of Course Sections Affected by Implementation: 10

Total Number of Students Affected by Implementation: 222¹

1. Narrative

A. Describe the key outcomes, whether positive, negative, or interesting, of your project. Include:

- Summary of your transformation experience, including challenges and accomplishments
Challenges:
 - Students remain motivationally challenged and find it difficult to complete daily homework assignments and submit them on time.
 - Tech issues were experienced in the Quizlet sign in/registration process. Other tech issues were experienced while accessing certain videos in Edpuzzle and while opening Mango Languages, including when accessing Mango using the GGC library link.
 - The syllabus was very extensive and not all topics listed in the weekly syllabus were covered due to time constraints. Therefore, some students, notably those who were absent on a (semi)regular basis, were unsure which topic the class was covering just by looking at the detailed weekly calendar in the syllabus.
 - To obtain IRB approvals for data collection was very challenging and time consuming.
 - It was challenging to persuade students to take the exit survey. Only 36 students took it in fall 2017 despite our multiple reminders and encouragement.
 - It was challenging to use www.Pollev Everywhere.com and retrieve results from our summer 2017 exit survey. In fact, some of the results were lost, which explains why they are not included with this report. As a result of these challenges, Pollev Everywhere was replaced with www.surveymonkey.com for the exit survey during fall 2017, which turned out to be much easier to use and more effective.

Accomplishments:

- The financial burden on students taking SPAN 1001 and 1002 was down to 0 from over \$100 per semester.

¹ In the proposal we initially calculated that the total number of students affected would be approximately 280 over 10 sections of Spanish 1001 and 1002. Summer 2017 enrollment was low though, which in part explains why the actual number dropped to 222.

- An open source no-cost-to-students model was provided to, and adopted by, two other Spanish faculty. Three more faculty members may adopt this model in the near future as its quality, content and delivery continue to improve as a result of the team's continued updates.
 - Retention and success rates of students using this material are positive compared to previous semesters.
 - Students expressed textbook material satisfaction, especially satisfaction related to the 0 cost.
 - The material was successfully implemented in one hybrid section of Spanish1001 as well.
 - The new material incorporates engaging group projects and interactive activities, uses up-to-date and timely sources, and current multimedia.
 - The new material reflects more closely the needs, interests, and challenges of our unique and highly diverse student body, more so than any commercial textbook for introductory Spanish.
 - The team was able to obtain approval from the Office of Education Technology and the IRB Committee to upgrade their Quizlet teacher account, Quizlet being one of the interactive platforms used to deliver the content. This upgrade allows instructors to assign homework via Quizlet, have access to the gradebook, and track students' progress.
 - The team was also able to obtain approval from the Office of Education Technology and the IRB Committee to use Talkabroad as an additional resource and class support. Talkabroad helps students of Spanish practice their oral/aural skills, fluency and conversational abilities with native speakers of Spanish from the Spanish-speaking world using a platform similar to Skype in the context of 30-minute live conversations.
 - Students consistently used Mango Languages as a critical library resource.
 - Facebook and Spotify were also successfully used to teach and learn Spanish.
- Transformative impacts on your instruction
 - The team was able to successfully replace all copyrighted material that they previously used for their classes with free open source materials, including audio/visual and multimedia material.
 - Free platforms such as Quizlet, Edpuzzle, Mango Languages, and Facebook revealed themselves as amazing teaching and learning resources and were relatively easy to navigate for instructors and students.
 - This transformation encouraged creativity on the part of the faculty who designed new interactive, high-impact activities and projects that are interdisciplinary and globally focused, and that fully replace copyrighted material, including lessons using Facebook, and research projects on a Spanish-speaking person, country, and location using google.es and Wikipedia.es.
 - This transformation encouraged sharing of new activities, projects, resources, and ideas among faculty on and off campus, including the University of North Georgia Spanish Department.
 - This transformation encouraged faculty to journal about activities, projects, class dynamics and exercises that worked well versus others that need improvement.
 - This transformation encouraged more sustained research in the field of foreign languages and cultures teaching and learning, and the discovery of innovative services and tools such as Quizlet, Edpuzzle, Mango Languages, Voicethread, Tophat, and Talkabroad. They all provide interesting services to faculty and students for low cost.
 - This transformation also encouraged collaborative opportunities, synergies, and sharing of ideas, material, and resources with other instructors around the world via Facebook.
 - Transformative impacts on your students and their performance
 - Students were able to access the class material from the first day of the semester, whereas previously, students would not purchase the required textbook, or delay its purchase, due to its high cost.
 - Therefore, students did not fall behind, and it was easier for them to stay on track, build confidence and interest in Spanish, and become satisfied with their college experience.
 - Cost saving helps students retain in class
 - Better education experiences can be achieved because of more relevant and up to date course materials. Students seem to relate well to the course material and have an enhanced understanding and

appreciation of the Spanish language and the various cultures. As proof, a group of ten highly diverse GGC students studied Spanish language and culture in Quito, Ecuador during summer 2017. This was the first GGC study abroad program for Spanish, and it was led by one of the team members, Federica Goldoni. Ten students may seem a small number. Actually, it is a significant number in an access institution like GGC, where the majority of the students receive financial aid, have family responsibilities, and work one or two jobs. As of December 14, twenty students have applied to participate in the Ecuador study abroad program during summer 2018.

B. Describe lessons learned, including any things you would do differently next time.

Things we would do differently next time:

We would...

-Edit most Edpuzzle videos, and ask less and easier questions.

-Streamline both 1001 and 1002 syllabi and weekly calendars, reorganize the sequence of certain topics to improve their overall flow, while deleting other less critical topics that cannot be covered due to time constraints. This approach will help faculty focus on topics and activities that can be discussed more in depth and that should inspire more interest in students.

-Upgrade Quizlet and use their gradebook feature, assign daily homework, monitor students' progress in the gradebook, and assess their performance.

-Use Talkabroad as additional homework to practice students' aural/oral skills and fluency. Assign conversations with native speakers to individual students or groups of students. Use the Talkabroad features to monitor students' performance and progress during their live conversations.

-Reorganize the grammatical/lexical topics in the syllabi in a more coherent sequence. For example, discuss numbers in Spanish all at once, instead of covering 0-30 first and higher numbers 10 days later as it currently is in the Spanish 1001 syllabus. Another example affecting the Spanish 1002 syllabus would be to cover both past tenses (preterit, imperfect and their differences) after the reflexive verbs in the present indicative and the command forms, since commands derive from the present indicative.

-Assign homework related to the explanations presented in the video tutorials that students are required to watch before class. One example is to ask questions based on the topic of each tutorial and have students submit their answers before class via D2L or in class during the first five minutes of class time. This is a way to encourage students to pay attention to tutorials.

-Find more tutorials on Spanish grammar, activities and lessons in www.todoole.es and Spotify.

-Promote the exit survey more aggressively so that a large number of students take it. Ideally, we would like to see a 50% participation rate, or higher.

2. Quotes

- Provide three quotes from students evaluating their experience with the no-cost learning materials.

"I found these resources to be helpful in memorizing the necessary parts of Spanish speech."

"The most valuable was Mango going through the chapters and being able to hear how each word sounds."

"The Quizlet platform is the most helpful online source for learning in my opinion. The flash cards and quizzes are very good quality and they make it easy to learn the vocabulary in a quick and fun way."

"I would like to learn more culture, I feel like I didn't learn enough slang either or actual conversation that I can hold with Spanish speakers."

3. Quantitative and Qualitative Measures

3a. Overall Measurements

Student Opinion of Materials

Was the overall student opinion about the materials used in the course positive, neutral, or negative?

Total number of students affected in this project: 222 (including 84 respondents)

- Positive: 93% % of 84 number of respondents
- Neutral: 3% % of 84 number of respondents
- Negative: 4% % of 84 number of respondents

Student Learning Outcomes and Grades

Was the overall comparative impact on student performance in terms of learning outcomes and grades in the semester(s) of implementation over previous semesters positive, neutral, or negative?

The overall comparative impact on student performance in terms of learning outcomes and grades is positive. Among 222 participants across 9 sections of SPAN 1001 and 1002, only 18 students failed, but we had 43% of the participants receive an A. In the previous semesters of Fall 2016 and Spring 2017, across 12 sections with 317 students, 36 students failed, and only 35% received an A. We consider this a positive impact.

Choose One:

- Positive: Higher performance outcomes measured over previous semester(s)
- Neutral: Same performance outcomes over previous semester(s)
- Negative: Lower performance outcomes over previous semester(s)

Student Drop/Fail/Withdraw (DFW) Rates

Was the overall comparative impact on Drop/Fail/Withdraw (DFW) rates in the semester(s) of implementation over previous semesters positive, neutral, or negative?

The overall DFW rates in the semesters of implementation were slightly lower compared to previous semesters. In previous semesters, the DFW was 21%. The DFW rate for the nine pilot sections affected by the no-cost-to student textbook was about 18%. Although this is only a 3% difference, we see this as a positive measure. We predict that with our continued measures to improve our materials and provide students with additional interactive resources, this DFW rate will further decrease. We would like to see it closer to 10% or less.

Drop/Fail/Withdraw Rate:

18 % of students, out of a total 222 students affected,

dropped/failed/withdrew from the course in the final semester of implementation.

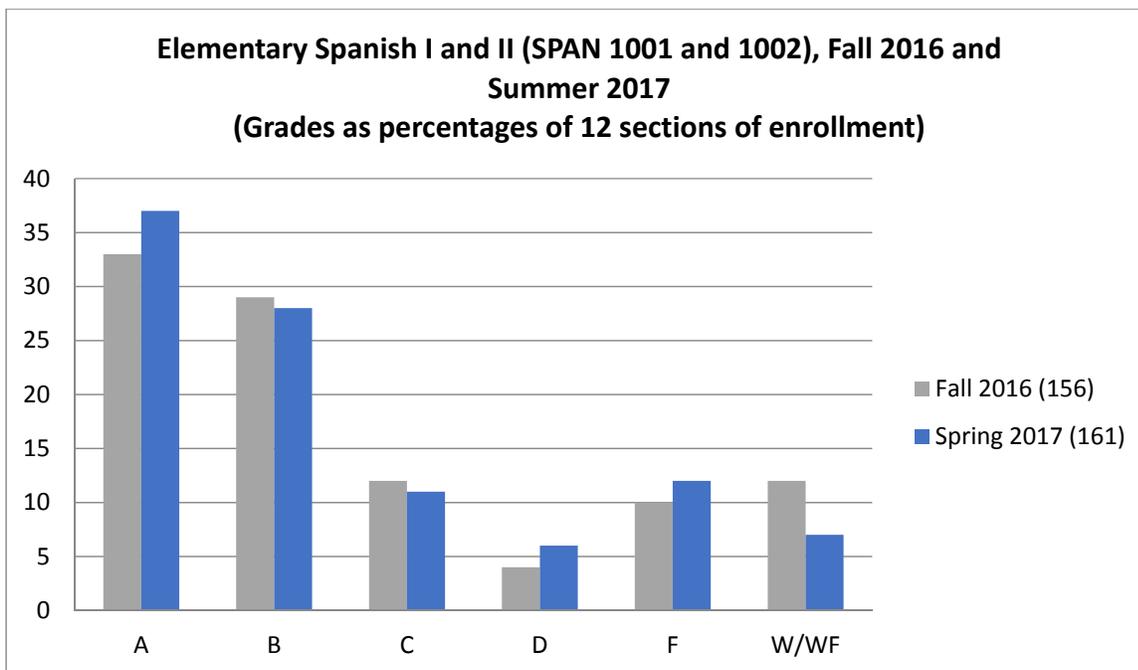
Choose One:

- X Positive: This is a lower percentage of students with D/F/W than previous semester(s)
- Neutral: This is the same percentage with D/F/W than previous semester(s)
- Negative: This is a higher percentage of students with D/F/W than previous semester(s)

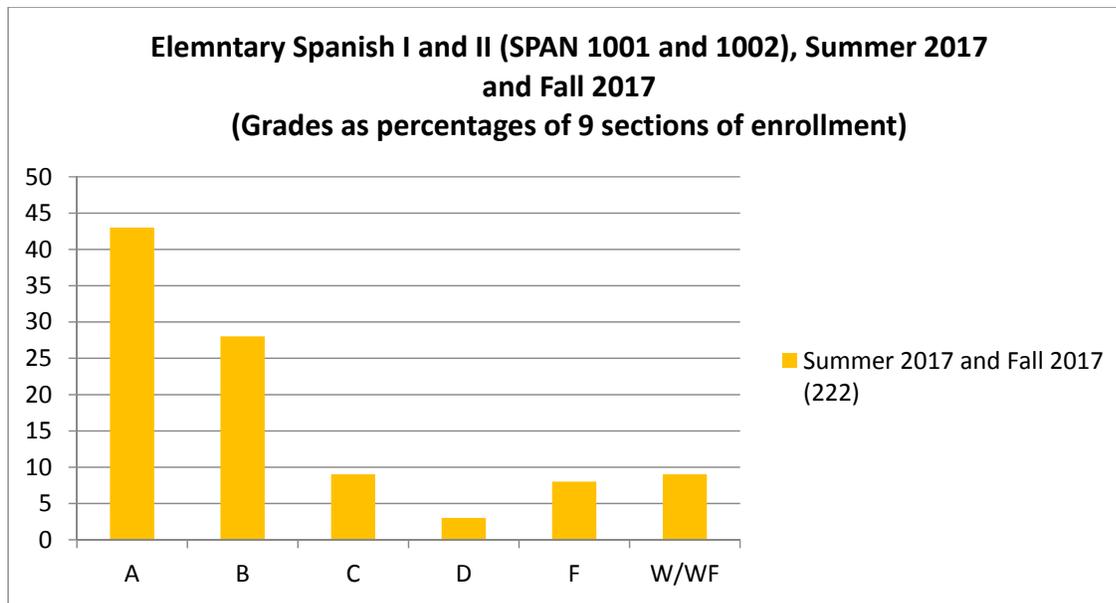
3b. Narrative

The faculty piloted the implementation of the no-cost-to-student course material in nine sections of Elementary Spanish (1001 and 1002) sections with a total of 222 students, 21 of which withdrew early during the semester. Data was collected through our online grading site (Banner) to measure student success. Additionally, an exit survey was conducted at the end of Summer and Fall 2017 to assess the student experience of the project. The data we collected are summarized below.

- Drop, fail, withdraw (DFW) delta rates
 - Among the 222 participants, only 18 got F, and 21 withdrew. Everyone else passed the course. So the overall DFW is 18%.
- Course retention and completion rates
 - Among the 222 participants, 201 students were retained and completed the course. So the retention and completion rate is 91%.
- Average GPA
 - Among the 222 participants, 95 got A, 63 got B, 19 got C, 6 D, 18 got F, and 21 withdrew. So the overall GPA for all the participants is 2.76.
- Pre-transformation DFW for 12 sections across SPAN 1001 and 1002 in Fall 2016 and Spring 2017 (courses we used to compare rates) was 21% (See figure below).



- Post-Transformation DFW for 9 sections across SPAN 1001 and 1002 was 18% (See figure below).



- Student success in learning objectives
 - The assessment showed student success in all of the 3 following course goals:
 1. 82% of the participants passed the course, indicating that participants successfully learned the target language on an introductory level, in addition to, understanding basic cultural expressions of the various countries.
 2. 91% of participants were retained across 9 sections of SPAN 1001 and 1002 (Summer 2017 and Fall 2017). Goal 3 for our grant is: “Increase student retention and completion rates.” 91%, 201 out of 222 students impacted, is an excellent student success.
 3. 93% of participants utilized at least one of the library sources, Mango, on a regular basis. Goal 4 for our grant is: “Improve students’ usage of the library resources.” Participants did not report usage of many of the other resources we thought might be useful (Merlot, Galileo, Kanopy, World Cinema Collection and Alexander Street). We still consider this a success, as students had to access the library resources guide to login to Mango. Our team will need to reconsider the amount of library materials that are really impactful for the students’ acquisition of the language.

- We also surveyed our student participants to understand their experience/attitude using the developed no-cost-to-student course material. The following qualitative data were collected and analyzed.
 - 92% of the participants said they thought that the no-cost-to-student model worked well.
 - When asked about what they wanted more/less of, the students expressed 3 *dislikes*: organization of the materials, more practice drills, and less Edpuzzle. Students expressed 3 *likes*: Quizlet as the favorite platform, convenience of mobile use (i.e., they can access the material anywhere), interactivity of the different platforms, especially Quizlet and Mango.
 - 95% of the participants felt that the online explanations and tutorials were helpful for learning the grammar and assimilating the vocabulary.
 - When asked about the challenges of using Mango, Quizlet, and EdPuzzle, students expressed more challenges in regards to Mango: It is difficult to use on a smartphone (quizzes are only available from a laptop computer) , it has too much material to cover in

- each chapter, difficult to set up the login information. Our team has already approached the Mango help desk and technicians to resolve the login issue experienced this year.
- When asked about what was most valuable about using Mango, Quizlet and EdPuzzle, students expressed more value in Quizlet: makes acquisition of vocabulary much easier, seeing the word with the audio (something that commercial textbooks rarely offer) really helps with pronunciation, lots of practice opportunities.
- Indicate any co-factors that might have influenced the outcomes for better or worse.
 - Students piloted Quizlet and EdPuzzle without receiving grades. This may have had a negative impact because we could not be sure that all students reviewed the materials all the time. This is one reason why we used remaining ALG money to upgrade to the Quizlet platform and access advanced features such as the gradebook. Students will now be held accountable for using Quizlet. We also requested that the Dean of our School fund the purchase of the Quizlet teacher upgrade in the years to come to guarantee continuity to this project and optimal use of Quizlet. Our request was granted. As far as Edpuzzle is concerned, we are reassessing how to use it effectively in the classroom environment. The Edpuzzle teacher upgrade/gradebook is pricy. Therefore, we decided that for now we can use Edpuzzle videos and activities in the classroom instead of assigning them at home for the students to complete and be assessed on.
 - Since the participants are not taking Spanish for a major (GGC has no major nor minor in Spanish at this time), they may not be as invested in the course, which might have a negative impact. The opposite, however, may be true. Since we do not have a major, participants might have more of an investment in the course because they are taking the course for personal reasons. The GGC study abroad program in Ecuador for Spanish may be an additional incentive to take Spanish, including the continued efforts by our team to promote activities and campus events that highlight the value of learning Spanish and other foreign languages. Some examples of these events are the short movie showcases and multidisciplinary workshops offered in the context of the International Education Week, The Hispanic Month Celebration, the day of the Dead, and the Global Awareness Week, and HOGAR (Hispanic Organization for Growth, Advancement, and Retention).
 - Quizlet seem to be familiar and popular among students since high school, and they seem to be comfortable using it, more some than other platforms or technology that are less common such as Mango languages and Edpuzzle. Therefore, Quizlet seem to be the most popular and well accepted learning tool so far.
 - Some students in introductory Spanish classes have a previous background in Spanish from high school, others are Hispanic heritage speakers, while others know/speak a language other than English and Spanish. These students tend to find it easier to assimilate the material and learn Spanish compared to other students no previous exposure to the language.

4. Sustainability Plan

- *Describe how your project team or department will offer the materials in the course(s) in the future, including the maintenance and updating of course materials.*

Our team reached out to the other Spanish faculty on campus and shared with them the newly designed material (available to them via a D2L Brightspace course shell that can be accessed and used by all Spanish instructors). The idea was to show Spanish faculty the wide choice of materials to be used in lieu of a commercial textbook. Two faculty members out of five decided to abandon the current commercial textbook used at our college and adopt the free online material starting in Spring 2018. More faculty members may switch in the near future as our material continues to improve over time as a result of our continued efforts to increase quality of delivery and content.

The free online course materials created in the context of this grant will be reused in the spring, fall, and summer of each year. They will be improved and updated by the team members based on current events, state-of-the-art technology and multimedia, and students' interests (see below for more details).

Dean Santos from the School of Liberal Arts agreed to purchase the Quizlet teacher upgrade every year to allow Spanish faculty to yearly upgrade their teacher account and access more advanced features including the gradebook.

This online free material will benefit a larger number of students as we predict that the number of sections and students enrolled in Spanish at GGC will increase in the near future for the following reasons:

- The importance and popularity of Spanish is growing.
- GGC's student population is increasing.
- GGC now offers a study abroad program for the Spanish language and culture.
- The Gwinnett County's Hispanic population also continues to grow.

5. Future Plans

- *Describe any impacts or influences this project has had on your thinking about or selection of learning materials in this and other courses that you will teach in the future.*
- *Describe any planned or actual papers, presentations, publications, or other professional activities that you expect to produce that reflect your work on this project.*

We reached out to the Spanish department at the University of North Georgia and shared free online material with them. More collaborations and synergies are in sight in the near future. We researched Top Hat for possible implementation in the future. Top Hat is an app that would make teaching with our newly created material more engaging, interactive, and effective. All teaching materials can be hosted on Top Hat; students can access them in one location using their smart phone, becoming then a teaching tool, to ensure that students are more engaged. Top Hat allows one to create comprehensive, elaborate, and interactive homework assignments and quizzes, which will therefore make assessing all grammar, lexical and cultural content more efficient for faculty. Another platform that we are considering for the future is Voicethread. Voicethread is an interactive media player that allows users to build an online collection that feels like a slideshow. After the media is added, Voicethread allows one to record comments, ask and answer questions, critique the content presented, while engaging all parties in an ongoing and interactive conversation.

However, the two most significant and immediate plans that we have for our classes next year remain the use of a) the Quizlet teacher Upgrade and b) Talkabroad. They were both bought using the ALG left over money, and a one-year subscription was purchased. The Quizlet teacher Upgrade allows instructors to create and assign interactive homework assignments using the lexical content in Quizlet (see our weekly detailed syllabus for specific lexical topics). Talkabroad offers live conversations with native speakers of Spanish using a platform similar to Skype.

Below are three conferences/organizations in our discipline. We will submit a paper proposal.

2018 University System of Georgia Teaching and Learning Conference, in Athens, GA April 4-6, 2018. This conference is designed to bring educators and students together to connect in conversations about active learning and student engagement.

2018 ACTFL (American Conference for Teaching Foreign Languages) Conference, in New Orleans, November 16-18, 2018. This ACTFL Annual Convention and World Languages Expo is where language educators from around the world meet. This global event brings together language educators from all languages, levels, and assignments. It offers the opportunity to share your work with other professionals. It also provides a comprehensive professional development experience that will impact language educators at all levels of teaching. Finally, it will help students to succeed in their language learning process.

FLAG is the organization for World languages in Georgia (www.flageorgia.net) and is an additional venue where we can share our work on this project. Finally, we are planning to apply for the next ALG transformation grant (round 11) for providing the no-cost-to-students course materials to intermediary Spanish 2001-2002.

6. Description of Photograph

Left-right

Dr. Federica Goldoni, PI/team leader and Assistant Professor of Spanish;

Dr. Luis Mora, Associate Professor of Spanish, team member

Dr. Stacy Rusnak, Associate Professor of Film and former Professor of Spanish, team member

