

**Phase 2: Redesigning SPAN 1201 and SPAN 1202 as Hybrid Courses**

SOTL Grant Proposal

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## **ABSTRACT**

The Department of Languages and Culture Studies proposes to expand its pilot program for delivering Elementary Spanish via a hybrid method to all sections of SPAN 1201 and 1202 beginning Fall 2010. This effort is a continuation of a major course redesign undertaken during the 2008-2009 academic year under the guidance of the National Center for Academic Transformation (NCAT) through its Colleagues Committed to Redesign program. Through our participation in the program, we learned about the NCAT methodology, strategies and techniques for successful course redesign, and received guidance from NCAT staff and scholars in the development of plans for our redesign of Spanish. Expanding the hybrid course method (a combination of online and face to face delivery) to all sections is a significant undertaking that will require ongoing redesign efforts during Spring and Summer 2010 that respond to information gleaned from the pilots of SPAN 1201 offered this Fall and SPAN 1202 offered this Spring. In addition to incorporating feedback from students in the pilot program and evaluating data collected during the pilot program, retraining all of our Spanish adjuncts, GTAs, participating full time faculty and peer tutors during summer 2010 will be required. The purpose of the Spanish redesign project is to increase section size (from 30 to 60 students) without decreasing learning outcomes as measured by common final exams this Fall and Spring comparing pilot and regular sections. The SOTL grant will allow us to develop and deliver a training program and supporting materials for all SPAN 1201 and 1202 instructors and GTAs. The expanded redesign will offer significant financial savings and improved distribution of physical classroom space for the university as well as increased student access to these courses. Once implemented, we believe this model could be used by other European language courses and other large enrollment courses at the university.

## PROJECT NARRATIVE

### A) Specific Aims

#### *1. The overall purpose of the project*

The purpose of this project is to expand the hybrid model developed during Fall 2008-Spring 2009 and pilot-tested during Summer 2009 and Fall 2009/Spring 2010 to all sections of Spanish beginning in Fall 2010. This phase of the redesign will require the development and delivery of a training program and support materials for all the GTAs and instructors who teach SPAN 1201 and/or 1202, hiring of peer-tutors, implementation of online tutoring, ongoing support for online placement testing, and support for the analysis of data collected during the Summer 2009-Spring 2010 pilot phase.

During the 2008-2009 academic year, the project team participated in the National Center for Academic Transformation (NCAT) program for large enrollment course redesign. The department collaborated extensively with the Center for Teaching and Learning to develop a sound hybrid method for delivering and assessing the effectiveness of elementary language instruction. This redesign project was initiated with funding from a small API grant, money from Distance Education, and support of NCAT. Several elements of the project that had to be temporarily dropped from the redesign effort were also approved for funding by UNC General Administration before the state budget freeze, including money for placement testing, undergraduate peer tutors, and travel funds. A hybrid Spanish 1201 course was developed and pilot tested in Summer 2009 and Fall 2009. A hybrid Spanish 1202 course will be pilot tested in Spring 2010. Following the guidance provided by NCAT and the CTL, the Elementary Spanish Redesign Committee is collecting data to compare student performance in the redesigned

courses with performance in the traditional courses as well as cost-savings provided through the new design. Student feedback on the course, the materials, the online and in-class components, is also being collected via several survey instruments. The next phase of the redesign will analyze these data and make course design adjustments where necessary, develop training and support materials for the GTAs and instructors who will teach the hybrid courses, and roll out the hybrid to all sections of Spanish 1201 and 1202 over the course of Fall 2010 and Spring 2011.

The redesign of elementary Spanish has been a high priority at UNC Charlotte since 2003. During the 2003-2004 and 2004-2005 academic terms, faculty from the Languages and Culture Studies (LCS) Department worked with UNC Charlotte's Center for Teaching and Learning (CTL) to develop a hybrid model for Spanish 1201 based on the National Center for Academic Transformation model for redesign. A hybrid Spanish course was piloted in Spring 2005, but it was deemed unsuccessful and was discontinued. The current redesign efforts address and rectify the points of failure of the previous attempt, among which were the lack of institutional financial support, inadequate software, and complications with the bookstore. In addition, inadequate training of instructors led to their frustration with the new design and compounded the technical problems.

## ***2. The specific objectives to be achieved during the course of the project***

This project has seven main immediate goals:

1. to analyze the data collected from the Summer 2009-Spring 2010 pilot courses;
2. to adjust the design of the course to address problems identified by the data analysis;

3. to develop a training program and support materials for the GTAs and instructors who will teach 1201 and 1202;
4. to offer the training program to GTAs and instructors;
5. to expand the peer-tutoring available both face-to-face and online;
6. to study the feasibility of offering a common final online;
7. to disseminate results via national conferences, including the NCAT Conference in Spring 2010, the American Council on Teaching of Foreign Languages in Fall 2010, a showcase to the university community through the CTL, and an article to be submitted to Foreign Language Annals.

### ***3. The rationale for the proposed project***

The proposed project follows both the mission of UNC Charlotte's College of Liberal Arts and Sciences and The University of North Carolina Long Range Plan 2004-2009. This project directly addresses priorities of the College of Liberal Arts and Sciences and the Department of Languages and Culture Studies. In the 2002-2007 Academic Plan, the university identifies internationalization, specifically "international understanding and involvement," as one of its seven priorities for undergraduate, graduate and non-degree student instruction. It also clearly states its goal to be at the "cutting-edge changes in higher education." Moreover, The University of North Carolina Long Range Plan 2004-2009 in its detailing of Information Technology regarding Student Learning (<http://www.northcarolina.edu/content.php/aa/planning/LRP04Sec.htm>) foresees, among its concerns, that "education in the 21<sup>st</sup> century will change significantly in terms of delivery systems, teaching and learning methodologies, and the nature of educational providers." It continues by noting that higher education will be subject to

heightened expectations from the public by demanding “a more ‘service, client-centered’ orientation coupled with broad access to quality.”

In the UNC Charlotte administration’s Spring 2009 address on the state of the budget, the Provost mentioned specifically redesigning large courses as a high priority for the university. By its selection for the NCAT process, this Spanish redesign project will provide a model for a structured process by which other large enrollment courses can begin a redesign. There has been a tremendous amount of time, effort, human resources from LCS and CTL, in addition to financial resources devoted to the first phase of this redesign effort. During the second phase, the project requires continued financial support in order for the roll-out of hybrid Spanish to all elementary Spanish sections to be achieved successfully.

***4. The benefits to student learning and success, including the number of students to be served***

Currently, SPAN 1201 and SPAN 1202 at UNC Charlotte enrolls some 1600 students each semester and, excepting the pilot hybrid courses, has been taught as a traditional four-skills/culture language course that meets twice a week for 75 minutes and that caps enrollment at 30 students. In a traditional classroom-based language course, the instructor presents new grammar, vocabulary, and cultural material during class and has only limited success with developing oral skills. The tenets of sound second language acquisition theory are undone by **two limitations: the large course size and the twice-a-week schedule**. The American Department of Foreign Languages, a branch of the Modern Language Association, defines the **optimum elementary foreign language class size as 15 students** and the maximum acceptable size as 20. This traditional classroom

model requires the instructor to have continuous and sustained interaction with students to guide them in activities that require actively using the language. It is **not possible to use the traditional classroom-based four-skills language course in the current environment** and it will become more difficult as enrollments in elementary Spanish increase. Instructors report that they currently spend too much class time explaining and checking homework for completion. Students report anecdotally that they rarely speak in the large classes and forget what they have studied in between class meetings.

The hybrid model we developed last year and are currently in the process of pilot-testing is a significant change to the way foreign language instruction has been delivered at universities over the last decades. The UNC Charlotte redesign model follows the Replacement Model as described by the National Center for Academic Transformation cases. **Classes meet one day a week for 75 minutes and enrollment is capped at sixty** – divided into two groups of 30 each for the once a week face-to-face (F2F) session. The **F2F sessions are primarily devoted to “real-life” tasks and communicative exercises in pairs or small groups.** The instructor provides direction for the classroom activities and circulates to spot-correct and prompt during the communicative in-class activities. Reading and writing are also practiced during these F2F sessions. There is **a three-hour online session during which students study and practice mechanical aspects of the language, including grammar and vocabulary, and complete listening, viewing and interactive activities.** Students complete a varied series of online activities that include machine-graded exercises so students can test their mastery of new grammatical concepts and linguistic forms. **Spanish tutors**, including the Center for Academic Excellence (CAE) tutors, GTAs, and all full-time instructors of Spanish, have been available to assist



students with their online work. Tutoring, a fundamental component of any redesign effort according to NCAT, is delivered both face-to-face in the department and online via Centra, the university's online conferencing system, extending the reach of this supplemental assistance. **Regular online quizzes are given after a concept is practiced in class and in-class exams are given after each unit.** Questions for the exams are drawn from the pool of online exercises, activities, and quizzes that students have already encountered and **short essay questions are delivered via pen-and-paper and graded by the instructor.**

Based on feedback provided by students in Adriana Vega-Hildago's summer 2009 course, students are more engaged with the course than a traditionally taught language course and spend more class-time speaking and actively practicing the language. Vega-Hildago reports that

**One of the most positive aspects of the hybrid course was the level of engagement while in class. I think that the level of engagement in the hybrid class is higher than the traditional classes** because the students know in advance that the class time is going to be used to practice the language, therefore they need to be prepared to talk and use the target language. On the other hand, the students in a traditional class are not mentally prepared for using the language in a communicative way. **The in-class interaction was very positive and the participation was higher than in regular courses** (3, emphasis added).

## **B) Literature Review**

In spring 2008 the Department of Languages and Culture Studies reviewed SACS criteria as applied to online courses, relevant literature and the Sloan-C's five pillars of quality in online education: 1) student satisfaction, 2) access, 3) learning effectiveness, 4) faculty satisfaction, and 5) institutional cost effectiveness, and used these five criteria to evaluate courses at CPCC, UNC and other institutions listed in Quality Matters to carry

out consultations with colleagues at several institutions. We also developed a questionnaire whose questions covered the Sloan-C's five criteria. The results of the review (Godev & Scott 2008) are as follows:

1. Student satisfaction

1.1. Student satisfaction in hybrid courses approaches that of face-to-face courses; however it is lower in fully online courses.

1.2. Student attrition in hybrid courses approaches that of face-to-face courses; however it is higher in fully online courses.

2. Access

Learners with certain disabilities may not be able to be accommodated in an online environment. The trend is to keep some face-to-face courses to serve learners with disabilities.

3. Learning Effectiveness

Hybrid courses, as designed by UNC-Chapel Hill and CPCC, do not seem to differ from face-to-face courses in terms of academic achievement.

4. Faculty Satisfaction

4.1. Some instructors enjoy the online environment; others prefer the face-to-face interaction.

4.2. One of the sources of dissatisfaction is that instructors believe that online instruction takes more time than teaching face-to-face and the additional load is not rewarded financially (Cahill, Danielle & Catanzaro 1997). The literature available that has studied instructional time confirms that teaching time increases; Tomei (2006) indicates that teaching time increases by 14%.

4.3. Another source of dissatisfaction is that students expect instructors to be available after business hours and on week-ends (Mupinga, & Maughan 2008). Students in hybrid courses and especially those in fully online courses probably complete assignments after hours and week-ends more often than face-to-face students, therefore their expectation that assistance should be available at those times. We plan to meet this expectation by using online tutoring via Centra in the evening and weekends.

#### 5. Institutional Cost Effectiveness

The Department of Languages and Culture Studies foresees savings in two main areas. First, the number of students taught by one part-time person teaching a full load increases. Currently a full-time/part-time person teaches 4 sections of 30 students in 1201 or 1202 for a total of 120 students. Under the new model, full-time/part-time instructors will teach 3 sections of 60 students, totaling 180 students. This is a gain of 60 students per full-time part-time instruction. In addition, instructors will meet twice a week with students face to face (a different group of 30 for each meeting) for a total of 6 meetings per week instead of 8 meetings for a full load in the traditional model. This is a saving of classroom space that is difficult to calculate in a dollar amount. Finally, all face-to-face meetings use pre-planned activities (completed during last year's API grant), which saves each instructor time in terms of class preparation. We envision that this saving will help offset the increased instructor time for grading and handling online correspondence with students. There is one final advantage to the new model that cannot be measured in terms of savings but rather in terms of administrative efficiency and fairness. Currently a part-time person teaches a 4-hour SPAN 1201 or 1202 course but is paid only for 3 contact hours. The justification has been that the fourth hour consists of online lab manual and

homework and is not actual teaching contact time, despite the fact that instructors must assign this work, monitor it, record the grades, and help students who do not understand it. Under the new model, a part-time person will be paid per credit hour, making the administration of these courses consistent with other elementary language 4 hour courses (Chinese, Arabic, Japanese) and the number of hours paid will match the number of course credit hours.

The review conducted by the Department of Languages and Culture Studies concluded with the following recommendations:

1. The implementation of the hybrid model as defined by National Center for Academic Transformation (NCAT) is realistic as there is good software available. The hybrid model that UNC-Chapel Hill has implemented would be feasible provided we make some adjustments, as there are important differences in enrollment and it is unlikely that we can tap into a pool of tutors that may get credit instead of a stipend for their services. Chapel Hill is implementing the hybrid with 200 students in first-year Spanish and they acknowledge that the current set up would not be scalable to higher enrollment, both because of space for the small group conversations and because of not having enough small group conversation leaders.
2. Course planning, training, coordination, elaboration of instructions for students, technical support for students have to be funded for the redesign to succeed.
3. Teaching time (preparation before the first day of class included) should be tracked to have reliable data on teaching load.
4. Ideally, students' time should be tracked as well; these data could be useful to draw conclusions regarding contact time with the material and academic achievement.

5. The hybrid should be implemented before any fully online course is developed.

## References

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- McCullough, Heather (2004). White paper on Redesigning Lower-Level Spanish Courses in Response to Increasing Enrollments.
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- Southern Association of Colleges and Schools (SACS) <http://www.sacs.org/>
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### **C) Methods**

The work to be completed in the Spring 2010 semester includes entering, evaluating and analyzing the data collected from the Fall 2009 pilot. The feasibility of delivering an online final exam and/or online exams will be researched as well. The work to be completed during the First Summer Session 2010 includes developing training materials for the instructors. Each session of the Fall 2009 hybrid taught by Adriana Vega-Hildago was videotaped. Those recordings will be annotated and made available online to instructors to use. Lesson plans and detailed guides to the plans will be reevaluated and updated during the first summer session. Training for the Moodle and the Centro website materials will be designed. During the Second Summer Session 2010, conference abstracts will be written and submitted for Fall 2010 / Spring 2011 national conferences. A manuscript detailing the project findings will also be written during the summer sessions. Online tutoring software will be ordered and directions for its use by students and tutors will be developed. Most important, however, training sessions for the GTA's and part-time instructors will be conducted to prepare for the roll out of the new hybrid design. In the Fall 2010, all SPAN 1201 courses will be delivered via the new hybrid method. By Spring 2011, all SPAN 1202 sections as well as 1201 sections will be delivered via the new hybrid method.

### **D) Evaluation**

Numerous evaluations were developed for the hybrid pilot and they will be used during this project as well. Those evaluations include assessment instruments recommended by NCAT as well as survey and questionnaires developed by Spanish

faculty developing and teaching the hybrid. All assessments are included in the Attachments section of this proposal.

*NCAT Evaluations include:*

1. CR2 Baseline Assessment: This assessment was suggested by the NCAT as part of the initial planning process. We captured baseline data about traditional elementary Spanish that includes the number of sections, number of students taught, the manner in which we captured data about the course. The purpose of this assessment is to document our starting point in the project prior to the course redesign.
2. CR2 Baseline Course Completion: This assessment was suggested by the NCAT as part of the initial planning process. It documents the number of students who complete the course and their grade.
3. CR2 Course Planning Tool: This assessment was suggested by the NCAT as part of the initial planning process. The course planning tool is a formatted spreadsheet that enables institutions to compare the before costs (the traditional course format) and the after costs (the redesigned course at the end of the development process).

*LCS assessments include:*

1. Demographic Survey: to capture demographic information, including age, gender, experience studying abroad, experience studying another language, motivation for enrolling in Spanish 1201/1202, number of years Spanish was studied in high school, number of hours that student works a job each week, and how many credits the student is currently enrolled in.

2. Mid-term Student Survey for Traditional and Hybrid 1201/1202 Courses: to get student feedback on course and materials and the amount of tutoring the student reports seeking.
3. End-of-semester Student Survey for Hybrid Courses: same as Mid-term Student Survey.

*Additional metrics we are capturing include:*

1. Tutoring: how many hours of tutoring, what days & times are most popular, and an optional survey on the quality of tutoring
2. Comparison of final exam scores between traditionally taught 1201/1202 and the hybrid courses through the administration of a common final exam Fall 2009 and Spring 2010.
3. Comparison of DWF rates between the hybrid and traditional courses.

Cost-savings will be analyzed using the NCAT instrument.

We began capturing data in the Summer 2009 and will continue to capture data for the purpose of this project through the Spring 2010.

### **E) Knowledge Dissemination**

As part of the NCAT project, the department will be participating in a major conference in Spring 2010 to share the results of the pilot. Results from the redesign will also be presented at the ACTFL conference Fall 2010 and subsequently submitted in article form to *Foreign Language Annals* and *NECTFL Review*. We will also participate in showcases hosted by the Center for Teaching and Learning and the Language Resource Center.



### **F) Human Subjects**

Dr. Concepcion Godev has already secured IRB approval for the assessment instruments in use to collect data from this project.

### **G) Extramural Funding**

The project team secured funding for the initial phase of the redesign. They were awarded a \$4500 API grant and were accepted to participate in the NCAT Third Round of Colleagues Committed to Redesign (C2R) Program Grant, which provided support during the piloting phase of fall 2009 and spring 2010. In addition to the funds we have secured, we have worked diligently to petition the UNC GA for funds to support the redesign. Each year that we submitted proposals, we received favorable reviews but funding was ultimately frozen before it could be distributed.

In Summer 2008, Dr. Heather McCullough responded to the UNC E-Learning/Online Program Proposal to UNC General Administration and submitted a proposal Hybrid Elementary Spanish for General Education: Large Course Redesign for \$24,000. The same summer, the UNC GA asked that all E-Learning/Online Program Proposals be re-written as small grant projects to support Course Redesign. McCullough submitted a second proposal in Summer 2008 for \$2340 to support redesign efforts. She received notification that funds were ultimately frozen but that the proposal had in fact been selected to receive \$1780 before all funds were frozen (see attachment). No support was received. In Summer 2009, Dr. Jaesoon An authored a proposal to support the redesign effort with a two-year budget of \$16,140 (see attachment). As in the previous year, we received notification that the project would be funded and soon after received notification that all state funds were frozen.

## **H) Timeline**

### Spring 2010

1. Video record and produce video of each of Vega-Hildago's SPAN 1202 class sessions for use as training material
2. Enter and evaluate data collected from the Fall 2009 pilot
3. Research feasibility of delivering an online final exam and/or online exams.

### Summer 2010, First Session

1. Develop training materials for instructors, including annotated guides of the video recordings made of each of Vega-Hildago's class sessions in Fall 2009
2. Update and modify lesson plans to both 1201 and 1202 based on student feedback and data collected.
3. Design training for the Moodle and the Centro website materials
4. Order online tutoring software in consultation with CTL and develop directions for its use by students and tutors

### Summer 2010, Second Session

1. Write and submit conference abstracts for Fall 2010 / Spring 2011 national conferences.
2. Write a manuscript detailing the project findings during the summer sessions.
3. Offer three training sessions (one for GTAs, and two alternate sessions for part-time instructors to prepare for rolling out 1201 in Fall 2010).

### Fall 2010

1. Deliver all SPAN 1201 courses via the new hybrid method.
2. Make conference presentations and participate in UNC Charlotte

3. Offer three training sessions (one for GTA's, and two alternate sessions for part-time instructors to prepare for rolling out 1202 in Spring 2011.
4. Hire and train additional Center for Academic Excellence tutors who will provide group tutoring, evening tutoring, and online tutoring.

Spring 2011

1. Roll out the hybrid redesign to all SPAN 1202 sections

Summer 2011

1. Reevaluate the redesign
2. Continue to investigate other online resources and textbooks

## Budget Request for SOTL Grant Year 2010

Joint Proposal?             Yes      X   No

Title of Project                      Phase 2: Redesigning SPAN 1201 and SPAN 1202 as Hybrid Courses

Duration of Project                January 2010 – August 2011

Primary Investigator(s)            Dr. Heather McCullough

Email Address(es)                 hamccull@uncc.edu

UNC Charlotte SOTL Grants Previously Received (please names of project, PIs, and dates)                CID Self-Instructional Languages of African Diaspora, Dr. Heather McCullough, Dr. Akin Ogundiran, Dr. Rebecca Atencio; CID for Online Japanese, Dr. Fumie Kato, Dr. Heather McCullough

Allocate operating budget to Department of      Languages & Culture Studies

Account #	Award	Year One	Year Two
		January to June	July to June
Faculty Stipend	Transferred directly from Academic Affairs to Grantee on May 15	\$ 7700	\$ -
911250	Graduate Student Salaries	1000	
911300	Special Pay (Faculty on UNC Charlotte payroll other than Grantee)	1100	1080
915000	Student Temporary Wages	4800	4800
915900	Non-student Temporary Wages		
920000	Honorarium (Individual(s) not with UNC Charlotte)		
921150	Participant Stipends		1500
925000	Travel – Domestic		
926000	Travel - Foreign		
928000	Communication and/or Printing	40	
930000	Supplies	390	
942000	Computing Equipment	1310	
944000	Educational Equipment	2000	2000
951000	Other Current Services		380
	<b>Subtotal</b>	\$ 18,340	\$9,760
	<b>GRAND TOTAL</b>		<b>\$28,100</b>

**Attachments:**

1. Attach/provide a narrative that explains how the funds requested will be used.
2. Has funding for the project been requested from other sources?   X   Yes  
       No. If yes, list sources.

*Previous funding awarded:*

- \$4,500: 2008, UNC Charlotte API Grant “Redesigning SPAN 1201 and SPAN 1202 as Hybrid Courses”

*Previous funding requested:*

- \$24,000: 2008, UNC E-Learning/Online Program Proposal for Hybrid Elementary Spanish for General Education: Large Course Redesign. Request made to UNC General Administration.
- \$2340: 2008, UNC General Administration Small Grant Project to Support Large Course Redesign.
- 2009-2010: Participation in National Center for Academic Redesign Program
- \$16,140: 2009, “Hybrid Spanish 1201 Course Redesign at UNC-Charlotte, 2009-2010” Proposal submitted to UNC General Administration.

**Budget Justification**

**SOTL Grant Proposal**

**Phase 2: Redesigning SPAN 1201 and SPAN 1202 as Hybrid Courses**

**YEAR ONE**

**Faculty Stipend , \$7700**

- Dr. Concepcion Godev, \$3850; responsible for directing and coordinating the redesign effort, evaluating data, adapting design to data findings, presenting at conferences, and submitting manuscript for publication
- Adriana Vega-Hildago, \$3850; responsible for designing 1202 materials; updating and modifying lesson plans for both 1201 and 1202 based on student feedback and data collected; developing and delivering training session and training materials for all instructors.

**Graduate Student Salaries, \$1000**

- Graduate student assistant to assist with data entry and analysis; 100 hrs at \$10/hr; This line item was included in a proposal sent to UNC GA in Summer 2009 for funds that ultimately were frozen.

**Special Pay, \$1100**

- Dr. Paul Goolkasian, \$500; for consulting on analysis of data, development of survey instruments, and oversight of graduate students handling data entry and analysis. \$50/hour x 10 hours of consulting
- Sandra Watts, \$600; for development of pedagogical training materials specific to new GTAs in Spanish. Prof. Watts oversees and coordinates the GTAs in Spanish and manages Fall orientation training for new GTAs. \$30/hour x 20 hours of work.

**Student Temporary Wages, \$4800**

- Spring 2010: 5 tutors x 8 hours/week x \$8/hour x 15 weeks = \$4800

Tutors are critical to the success of students in a hybrid class. At the NCAT conference attended in Spring 2009 by members of CTL and the Spanish Hybrid Committee (Valorie McAlpin, Ann Gonzalez, Adriana Vega-Hildago, and Heather McCullough), it was stated specifically that face-to-face contact with instructors or tutors outside of the class time was important for students' success.

**Participant Stipends, \$0**

**Travel, \$0**

**Communication and/or Printing, \$40**

- Advertising and explaining the new course to students, advisors, administrators, and parents (flyers, emails, telephone, SOAR presentations)

**Supplies, \$390**

- Toner for printer to be used to print materials for all 1201/1202 courses (handouts, quizzes, exams, syllabi; N.B. most of the course materials will be delivered electronically via Moodle but there will still be a need for some printing); printing for materials to be used in instructor training. 2 printer cartridges x \$140 per cartridge = \$280
- Paper to be used for 1201/1202 printed materials. Paper 10 reams = \$35
- Staples for photocopies. \$75 for 1500 staples

**Computing Equipment, \$1310**

- Headsets for the LRC computers: students use the LRC to complete listening and speaking activities. The LRC computers have headsets with microphones but the headsets are over 5 years old and many headsets have faulty sound or recording because of their age. 50 headsets (one for each LRC computer) x \$25/headset = \$1250.
- 1 spindle of DVDs for back-up and distribution of instructional videos of each hybrid class and for creation of DVD of materials for the instructors. \$60

**Educational Equipment, \$2000**

- Subscription to online placement test service through BYU. \$3000 was requested of UNC GA in a proposal submitted in the Summer 2009. It was not awarded as all state funds were frozen. We are only requesting \$2000 in order to keep the budget low and we will negotiate with the test vendor for a lower price.

**Other Current Services, \$0**

**YEAR TWO**

**Faculty Stipend, \$0**

**Graduate Student Salaries, \$0**

**Special Pay, \$1080**

- Maria Mahaffey, \$900; for assisting Prof. Vega with 3 summer training sessions; \$30/hour x 18 hours of workshops = \$540



- Lorena Delgadillo, \$900; for assisting Prof. Vega with 3 summer training sessions;  $\$30/\text{hour} \times 18 \text{ hours of workshops} = \$540$

**Student Temporary Wages, \$4800**

- Fall 2010: 5 tutors x 8 hours/week x \$8/hour x 15 weeks = \$4800

Tutors are critical to the success of students in a hybrid class. At the NCAT conference attended in Spring 2009 by members of CTL and the Spanish Hybrid Committee (Valorie McAlpin, Ann Gonzalez, Adriana Vega-Hildago, and Heather McCullough), it was stated specifically that face-to-face contact with instructors or tutors outside of the class time was important for students' success.

**Participant Stipends, \$1500**

- Lecturers and adjuncts will be paid to participate in training; the training will be a part of the regular new GTA training and thus the GTAs will not be paid additionally for it.  $1 \text{ day} \times \$25/\text{hour} \times 6 \text{ hrs/day} \times 10 \text{ participants} = \$1500$ .

**Travel, \$0**

- Although we would like to ask for \$1000 each for Concepcion Godev and Adriana Vega-Hildago to travel to and participate in the annual national conference of the American Council on the Teaching of Foreign Languages to present their work on the redesign project and their findings, we are not including it in this grant budget due to the Special Requirements outlined in the directions for this grant.

**Communication and/or Printing, \$0**

**Supplies, \$0**

**Computing Equipment, \$0**

**Educational Equipment, \$2000**

- Subscription to online placement test service through BYU. \$3000 was requested of UNC GA in a proposal submitted in the Summer 2009. It was not awarded as all state funds were frozen. We are only requesting \$2000 in order to keep the budget low and we will negotiate with the test vendor for a lower price.

**Other Current Services, \$380**

- Coffee and lunch for two daytime training workshops for instructors and GTAs
- Sandwiches for one evening training workshop for instructors

**ATTACHMENTS FOLLOW**



UNC CHARLOTTE  
College of Liberal Arts & Sciences

Office of the Dean

9201 University City Blvd., Charlotte, NC 28223-0001  
t/ 704.687.4303 www.clas.uncc.edu

October 19, 2009

Scholarship of Teaching and Learning Grant Committee

Dear SOTL Grant Selection Committee:

I fully support this proposal for a project to begin the second phase of delivering Elementary Spanish via a hybrid methodology. The project to redesign elementary Spanish to deliver it in a more cost-effective means and to increase access to it for more students is a high priority for the college.

It is imperative that the elementary Spanish course sequence be updated to meet the needs of our students and to address the significant increase in enrollment in elementary Spanish. The increase in university enrollment, coupled with an increased general trend towards more students studying Spanish, necessitates this major redesign.

The Provost supports this initiative as a model for the redesign process of other large enrollment courses at the university. Thus, this redesign project will provide benefits to other large enrollment courses in the college

It is with optimism and enthusiasm that I endorse this project without reservation.

Sincerely,

A handwritten signature in cursive script that reads "Nancy A. Gutierrez".

Nancy A. Gutierrez  
Dean, College of Liberal Arts and Sciences

**Colleagues Committed to Redesign (C<sup>2</sup>R)**

**Baseline Assessment Data**

Institution: University of North Carolina Charlotte

Course Title: Spanish 1201

Do you have baseline learning data for the course? \_\_\_ Yes X No

**If yes, please report it below. If no, please describe how you plan to collect it.**

Timeframe : Fall 2009 Semester

(e.g., fall 2002 semester, AY 2003-2004, five-year average 1999-2004)

4~6 # of traditional sections

30 # of students in each section

120~180 total # of students

Which method of obtaining data did you use or do you plan to use? (check all that apply)

\_\_\_ A - Common final exams (internal and external)

\_\_\_ B - Common content items selected from exams

X C - Pre- and post-tests

X D - Student work using common rubrics

\_\_\_ E - Course grades using common criteria

Describe briefly: We will run 4~6 parallel sections, and give a pre- and post-test to compare learning gains through the course. The test instrument we will be using is called the University of Wisconsin College-Level Placement Test: Spanish Grammar and Reading Comprehension (form 901C). It tests grammar and reading comprehension (which includes vocabulary acquisition). To assess speaking and writing skills, we are considering conducting an oral exam and including open-ended questions in internal course exams.

**Measures A, B or C**

	Performance on Pre-Assessment (if applicable)	Performance on Post-Assessment
Traditional Course	_____	_____

**Measures D or E**

Report the *percentage* of students at *each level of performance* (e.g., percent earning a grade of "A", percent "B", etc.; or the percent rated at each level of a scoring rubric.)

Traditional Course (Timeframe) \_\_\_\_\_

Score/Grade	Number	Percentage
_____	_____	_____
_____	_____	_____

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Total

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100%

**Colleagues Committed to Redesign (C<sup>2</sup>R)**

**Baseline Course Completion Data**

Institution: University of North Carolina Charlotte

Course Title: Spanish 1201

Timeframe: AY 2005-2007 & Fall 2008 Semester  
(e.g., fall 2002 semester, AY 2003-2004, five-year average 1999-2004)

158 # of traditional sections

30 # of students in each section

4716 total # of students

	Number	Percentage
A	<u>1216</u>	<u>25.8</u>
B	<u>1328</u>	<u>28.2</u>
C	<u>912</u>	<u>19.3</u>
D	<u>244</u>	<u>5.2</u>
F	<u>476</u>	<u>10.1</u>
W	<u>494</u>	<u>10.5</u>
DR	<u>46</u>	<u>1</u>
Other (define)	_____	_____
Total	<u>4716</u>	<u>100%</u>

Instructional Costs of Redesigned Course	Course Coordinator (1)		Faculty (1)		Adjunct Faculty (2.5)		GTAs (8
	# of Hours	Total Cost	# of Hours	Total Cost	# of Hours	Total Cost	# of Hou
	Hourly rate =	\$48.13	Hourly rate =	\$48.13	Hourly rate =	\$22.23	Hourly r
<b>I. Course Preparation</b>							
<b>A. Curriculum Development</b>	10	\$481		\$0		\$0	
<b>B. Materials Acquisition</b>	20	\$963	10	\$481	10	\$222	
<b>C. Materials Development</b>	20	\$963		\$0		\$0	
1. Lectures/presentations		\$0		\$0		\$0	
2. Learning materials/software		\$0		\$0		\$0	
3. Diagnostic assessments		\$0		\$0		\$0	
4. Assignments		\$0		\$0		\$0	
5. Tests/evaluations		\$0		\$0		\$0	
<b>Sub-Total</b>	<b>50</b>	<b>\$2,406</b>	<b>10</b>	<b>\$481</b>	<b>10</b>	<b>\$222</b>	
<b>D. Faculty/TA Devmt/Training</b>							
1. Orientation/training	30	\$1,444	10	\$481	10	\$222	
2. Staff meetings	10	\$481	2	\$96	2	\$44	
3. Coordination	30	\$1,444		\$0		\$0	
<b>Sub-Total</b>	<b>70</b>	<b>\$3,369</b>	<b>12</b>	<b>\$578</b>	<b>12</b>	<b>\$267</b>	
<b>Total Preparation</b>	<b>120</b>	<b>\$5,775</b>	<b>22</b>	<b>\$1,059</b>	<b>22</b>	<b>\$489</b>	
<b>II. Course Delivery</b>							
<b>A. Instruction</b>							
1. Diagnose skill/knowledge		\$0		\$0		\$0	
2. Presentation		\$0	8	\$385	8	\$178	
3. Class Interaction/Out-of-class counseling & tutorin		\$0	45	\$2,166	45	\$1,000	
4. Progress monitoring/Online facilitation		\$0	15	\$722	30	\$667	
<b>Sub-Total</b>	<b>0</b>	<b>\$0</b>	<b>68</b>	<b>\$3,273</b>	<b>83</b>	<b>\$1,845</b>	
<b>B. Evaluation</b>							
1. Test proctoring		\$0		\$0		\$0	
2. Tests/evaluation		\$0	30	\$1,444	15	\$333	
<b>Sub-Total</b>	<b>0</b>	<b>\$0</b>	<b>30</b>	<b>\$1,444</b>	<b>15</b>	<b>\$333</b>	
<b>Total Delivery</b>	<b>0</b>	<b>\$0</b>	<b>98</b>	<b>\$4,716</b>	<b>98</b>	<b>\$2,178</b>	
<b>TOTAL per section</b>	<b>120</b>	<b>\$5,775</b>	<b>120</b>	<b>\$5,775</b>	<b>120</b>	<b>\$2,667</b>	



<b># of sections</b>		<b>1</b>		<b>1</b>		<b>5</b>		
<b>TOTAL for all sections</b>			<b>\$5,775</b>		<b>\$5,775</b>		<b>\$13,335</b>	
<b>GRAND TOTAL</b>			<b>\$48,885</b>					
<b>Total # of students</b>			826					
<b>Cost per student</b>			<b>\$59</b>					
<b>Institution Name: UNC Charlotte</b>								
<b>Course Name: Spanish 1201</b>								

Instructional Costs of Traditional Course	Course Coordinator (1)		Faculty (1)		GTAs/Adjunct Faculty (13.5)	
	# of Hours	Total Cost	# of Hours	Total Cost	# of Hours	Total Cost
	Hourly rate =	\$42.78	Hourly rate =	\$42.78	Hourly rate =	\$14.81
<b>I. Course Preparation</b>						
<b>A. Curriculum Development</b>	14	\$599		\$0		\$0
<b>B. Materials Acquisition</b>	7	\$299		\$0		\$0
<b>C. Materials Development</b>	14	\$599		\$0		\$0
1. Lectures/presentations		\$0	4	\$171	4	\$59
2. Learning materials/software		\$0		\$0		\$0
3. Diagnostic assessments/quizzes		\$0	2	\$86	2	\$30
4. Assignments		\$0	4	\$171	4	\$59
5. Tests/evaluations		\$0	6	\$257	6	\$89
<b>Sub-Total</b>	<b>35</b>	<b>\$1,497</b>	<b>16</b>	<b>\$684</b>	<b>16</b>	<b>\$237</b>
<b>D. Faculty/TA Devmt/Training</b>						
1. Orientation/training	54	\$2,310	15	\$642	15	\$222
2. Staff meetings	6	\$257	5	\$214	5	\$74
3. Coordination	40	\$1,711		\$0		\$0
<b>Sub-Total</b>	<b>100</b>	<b>\$4,278</b>	<b>20</b>	<b>\$856</b>	<b>20</b>	<b>\$296</b>
<b>Total Preparation</b>	<b>135</b>	<b>\$5,775</b>	<b>36</b>	<b>\$1,540</b>	<b>36</b>	<b>\$533</b>
<b>II. Course Delivery</b>						
<b>A. Instruction</b>						
1. Diagnose skill/knowledge		\$0		\$0		\$0
2. Presentation		\$0	45	\$1,925	45	\$667
3. Interaction/counseling		\$0	15	\$642	15	\$222
4. Progress monitoring		\$0	6	\$257	6	\$89
<b>Sub-Total</b>	<b>0</b>	<b>\$0</b>	<b>66</b>	<b>\$2,823</b>	<b>66</b>	<b>\$978</b>
<b>B. Evaluation</b>						
1. Test proctoring		\$0		\$0		\$0
2. Tests/evaluation		\$0	33	\$1,412	33	\$489
<b>Sub-Total</b>	<b>0</b>	<b>\$0</b>	<b>33</b>	<b>\$1,412</b>	<b>33</b>	<b>\$489</b>
<b>Total Delivery</b>	<b>0</b>	<b>\$0</b>	<b>99</b>	<b>\$4,235</b>	<b>99</b>	<b>\$1,467</b>
<b>TOTAL per section</b>	<b>135</b>	<b>\$5,775</b>	<b>135</b>	<b>\$5,775</b>	<b>135</b>	<b>\$2,000</b>

# of sections		1		1		27	
<b>TOTAL for all sections</b>			<b>\$5,775</b>			<b>\$5,775</b>	<b>\$54,000</b>
<b>GRAND TOTAL</b>			<b>\$65,550</b>				
<b>Total # of students</b>			826				
<b>Cost per student</b>			<b>\$79</b>				
<b>Institution Name: UNC Charlotte</b>							
<b>Course Name: Spanish 1201</b>							

**Demographic Survey**

Circle, fill in the blanks, or answer the following questions as needed.

1. Last four digits of your UNCC ID number \_\_\_\_\_
2. AGE \_\_\_\_\_
3. GENDER M F
4. Have you ever studied abroad? Y N
  - a. If so, where? \_\_\_\_\_
  - b. How long were you there? \_\_\_\_\_
5. My household language is Spanish English Other
6. Are you planning on majoring or minoring in Spanish? Y N
7. How many years of Spanish did you take in High School? \_\_\_\_\_
8. How motivated are you to study Spanish?  
highly motivated motivated slightly motivated not at all
9. What is your expected grade in Spanish 1201 this semester? A B C D F
10. What is your class standing? Freshman Sophomore Junior Senior
11. If you work, how many hours a week do you work? \_\_\_\_\_
12. How many credits are you taking this semester? \_\_\_\_\_

**Course Midterm-Evaluation Survey for Hybrid Courses**

Your responses to this survey will be used by the Department of Languages and Culture Studies to control the quality of instruction of Spanish 1201.

Your answers will remain anonymous, and your instructor will not see any individual responses.

<b>Course and Materials</b>				
	Strong Disagree	Disagree	Agree	Strong Agree
1. I find the workbook activities useful.				
2. I do not find the lab manual activities useful.				
4. The homework helped me to learn vocabulary.				
3. The class meetings do not provide enough speaking practice.				
5. This class will be equally effective if the class meets twice a week with the instructor.				
6. I find it difficult to learn grammar with the online grammar tutorial.				
7. The assignments helped to prepare for exams.				
8. This class does not provide enough reading practice.				
9. The class meetings helped to prepare for exams.				
10. This class does not provides enough writing practice.				
11. I am learning a lot in this course.				
12. I would not recommend this course to others.				
13. This class provides enough listening practice.				
14. I am not putting enough effort into this course.				
15. I would like to take the hybrid SPAN 1202 next semester.				
<b>Tutoring</b>				
16. Have you used the tutoring service? <input type="checkbox"/> Yes <input type="checkbox"/> No				
17. If yes, do you find the tutoring service useful? <input type="checkbox"/> Yes <input type="checkbox"/> No				

## Redesigning SPAN 1201 as a Hybrid Course

18. If you have not used the tutoring service, please check everything that applies:

- The tutoring service and my schedule conflict.
- I do not need tutoring.
- Any other reason? Please

explain \_\_\_\_\_

19. Are you planning on using the tutoring service before the semester ends?

- Yes  No

20. If you work, how many hours a week do you work? \_\_\_\_\_

21. How many credits are you taking this semester? \_\_\_\_\_

## Redesigning SPAN 1201 as a Hybrid Course

### Course Midterm-Evaluation Survey for Traditional Courses

Your responses to this survey will be used by the Department of Languages and Culture Studies to control the quality of instruction of Spanish 1201.

Your answers will remain anonymous, and your instructor will not see any individual responses.

<b>Course and Materials</b>				
	Strong Disagree	Disagree	Agree	Strong Agree
1. I find the workbook activities useful.				
2. I do not find the lab manual activities useful.				
4. The homework helped me to learn vocabulary.				
3. The class meetings do not provide enough speaking practice.				
5. This class will be equally effective if half of the class meetings are replaced with online work.				
6. I find it difficult to learn grammar with the online grammar tutorial.				
7. The assignments helped to prepare for exams.				
8. This class does not provide enough reading practice.				
9. The class meetings helped to prepare for exams.				
10. This class does not provides enough writing practice.				
11. I am learning a lot in this course.				
12. I would not recommend this course to others.				
13. This class provides enough listening practice.				
14. I am not putting enough effort into this course.				
15. I would like to take SPAN 1202 next semester using this same traditional format.				
<b>Tutoring</b>				
16. Have you used the tutoring service? <input type="checkbox"/> Yes <input type="checkbox"/> No				
17. If yes, do you find the tutoring service useful? <input type="checkbox"/> Yes <input type="checkbox"/> No				

## Redesigning SPAN 1201 as a Hybrid Course

18. If you have not used the tutoring service, please check everything that applies:

The tutoring service and my schedule conflict.

I do not need tutoring.

Any other reason? Please explain \_\_\_\_\_

19. Are you planning on using the tutoring service before the semester ends?

Yes  No

20. If you work, how many hours a week do you work? \_\_\_\_\_

21. How many credits are you taking this semester? \_\_\_\_\_



# Redesigning SPAN 1201 and SPAN 1202 as Hybrid Courses

API Grant Proposal

Department of Languages and Culture Studies

## ATTACHMENTS:

1. Budget
2. Budget justification
3. Associate Dean Dale Pike's statement of support

## ABSTRACT

We would like to redesign the multi-section first and second semester Spanish courses, labeled as SPAN1201 and SPAN 1202 in the catalog. The redesign will consist of integrating computer-assisted instruction that may make it possible to deliver first-year language instruction while keeping costs manageable in terms of classroom space. This course redesign project will develop SPAN 1201 and SPAN 1202 hybrid courses as an alternative to face-to-face instruction. With this redesign, the Department of Languages and Culture Studies intends to keep up with the anticipated UNCC's enrollment growth pace in the near future and the ensuing demand for these types of courses. The activities envisioned to achieve this goal include revising and updating the courses. The intended outcomes include delivering quality language instruction within the parameters of a reasonable budget and maximizing the use of classroom space.

The key activities that will be supported by the API grant are as follows: 1) selecting the online activities from a pool of 1050 activities in the online textbook, the online workbook, and the online audio lab manual that will need to be completed by the students, 2) creating a syllabus, 3) planning orientation and writing instructions for students to navigate the online materials, and 4) planning faculty training to monitor students' online work and writing instructions.

## PROJECT NARRATIVE

### A) Specific Aims

#### ***1. The overall purpose of the project***

The mid-term goal of this project is to set up six pilot sections of hybrid SPAN 1201 in fall 2009 and six pilot sections of hybrid SPAN 1202 in spring 2010.

The redesign of elementary Spanish is a high priority at UNCC and was the focus of a course redesign effort during the 2003-2004 and 2004-2005 academic terms. During these terms, faculty from the Languages and Culture Studies (LCS) Department worked with UNCC's Center for Teaching and Learning (CTL) to develop a hybrid model for Spanish 1201 based on the National Center for Academic Transformation model for redesign. A hybrid Spanish course was piloted in Spring 2005 but it was deemed unsuccessful and was discontinued. The current redesign efforts address and rectify the points of failure of the previous ones, among which were the lack of institutional financial support and inadequate software.

#### ***2. The specific objectives to be achieved during the course of the project***

This project has seven main immediate goals: 1) to review some 1050 activities from the SPAN 1201 and SPAN 1202 online package that will be used in six pilot sections to be offered in fall 2009, 2) to make a selection of the machine-graded activities to be completed online by the students, 3) to make a

selection of the activities to be graded by the instructor, 4) making the said selections by evaluating the pedagogical value of the activity, the time that will take to be completed by most students and the time that it will take to be graded, 5) creating a syllabus, 6) planning orientation and writing instructions for students to navigate the online materials, and 7) planning faculty training to monitor students' online work and writing instructions.

### ***3. The rationale for the proposed project***

The proposed project follows both the mission of the UNC-Charlotte College of Liberal Arts and Sciences and The University of North Carolina Long Range Plan 2004-2009. This project directly addresses priorities of the College of Liberal Arts and Sciences and the Department of Languages and Culture Studies. In the 2002-2007 Academic Plan, the university identifies internationalization, specifically “international understanding and involvement,” as one of its seven priorities for undergraduate, graduate and non-degree student instruction. It also clearly states its goal to be at the “cutting-edge changes in higher education.” Moreover, The University of North Carolina Long Range Plan 2004-2009 in its detailing of Information Technology regarding Student Learning (<http://www.northcarolina.edu/content.php/aa/planning/LRP04Sec.htm>) foresees, among its concerns, that “education in the 21<sup>st</sup> century will change significantly in terms of delivery systems, teaching and learning methodologies, and the nature of educational providers.” And it continues by noting that higher education will be subject to heightened expectations from the public by demanding “a more ‘service, client-centered’ orientation coupled with broad access to quality.”

#### **4. The benefits to student learning and success, including the number of students to be served**

Currently, SPAN 1201 and SPAN 1202 at UNCC enrolls some 1600 students each semester and is taught as a traditional four-skills/culture language course that meets twice a week for 75 minutes and that caps enrollment at 30 students. In a traditional classroom-based language course, the instructor presents new grammar, vocabulary, and cultural material during class and has only limited success with developing oral skills. The tenets of sound second language acquisition theory are undone by **two limitations: the large course size and the twice-a-week schedule**. The American Department of Foreign Languages, a branch of the Modern Language Association, defines the **optimum elementary foreign language class size as 15 students** and the maximum acceptable size as 20. This traditional classroom model requires the instructor to have continuous and sustained interaction with students to guide them in activities that require actively using the language. It is **not possible to use the traditional classroom-based four-skills language course in the current environment** and it will become more difficult as enrollments in elementary Spanish increase. Instructors report that they currently spend too much class time explaining and checking homework for completion. Students report anecdotally that they rarely speak in the large classes and forget what they have studied in between class meetings.

The hybrid model we propose is a drastic change to the way foreign language instruction has been delivered at universities over the last decades.

The UNCC redesign model follows the Replacement Model as described by the National Center for Academic Transformation cases we are using as a template.

**Classes will meet one day a week for fifty minutes and enrollment will be capped at thirty.** The one **face-to-face sessions will be primarily devoted to “real-life” tasks and communicative exercises in pairs or small groups.**

The instructor will provide direction for the classroom activities and will circulate to spot correct during the communicative in-class activities. There will be a **three-hour online session during which students will study and practice mechanical aspects of the language, including grammar and vocabulary, will complete listening activities.** Students will complete a varied series of online activities that include machine-graded exercises so students can test their mastery of new grammatical concepts and linguistic forms. Undergraduate **Spanish tutors** will be available to assist students with their online work.

Tutoring will be done both in the department and online via Centra, the university’s online conferencing system, extending the reach of this supplemental assistance. **Regular online quizzes will be given after a concept is practiced in class and in-class exams will be given after each unit.** Questions for the exams will be drawn from the pool of online exercises, activities, and quizzes that students will have already encountered and **short essay questions will be delivered via pen-and-paper and graded by the instructor.** There will be **oral testing administered twice a semester.**

## **B) Literature Review**

In spring 2008 the Department of Languages and Culture Studies reviewed SACS criteria as applied to online courses, relevant literature and the Sloan-C's five pillars of quality in online education: 1) student satisfaction, 2) access, 3) learning effectiveness, 4) faculty satisfaction, and 5) institutional cost effectiveness, and used these five criteria to evaluate courses at CPCC, UNC and other institutions listed in Quality Matters to carry out consultations with colleagues at several institutions We also developed a questionnaire whose questions covered the Sloan-C's five criteria. The results of the review (Godev & Scott 2008) are as follows:

### **1. Student satisfaction**

1.1. Student satisfaction in hybrid courses approaches that of face-to-face courses, however it is lower in fully online courses.

1.2. Student attrition in hybrid courses approaches that of face-to-face courses, however it is higher in fully online courses.

### **2. Access**

Learners with certain disabilities may not be able to be accommodated in an online environment. The trend is to keep some face-to-face courses to serve learners with disabilities.

### **3. Learning Effectiveness**

Hybrid courses, as designed by UNC-Chapel Hill and CPCC, do not seem to differ from face-to-face courses in terms of academic achievement.

### **4. Faculty Satisfaction**

4.1. Some instructors enjoy the online environment, others prefer the face-to-face interaction.

4.2. One of the sources of dissatisfaction is that instructors believe that online instruction takes more time than teaching face-to-face and the additional load is not rewarded financially (Cahill, Danielle & Catanzaro 1997). The literature available that has studied instructional time confirms that teaching time increases, Tomei (2006) indicates that teaching time increases by 14%.

4.3. Another source of dissatisfaction is that students expect instructors to be available after business hours and on week-ends (Mupinga, & Maughan 2008). Students in hybrid courses and especially those in fully online courses probably complete assignments after hours and week-ends more often than face-to-face students, therefore their expectation that assistance should be available at those times. We plan to meet this expectation by using online tutoring via Centra in the evening and weekends.

## 5. Institutional Cost Effectiveness

The potential savings of hybrid or fully online courses are difficult to assess (McCullough 2004). A review of the answer that the National Center for Academic Transformation (NCAT) provides to the question "[Has the institution made a commitment to learner readiness to engage in IT-based courses?](#)" indicates that, at least in the short run, implementing hybrid and online courses is costly. The difficulty of calculating costs resides in at least three facts: 1) the financial resources and how they are allocated varies from institution to institution, 2) human resources are usually not factored in as a cost, and 3)



coordination, training, and teaching time are also taken out of the financial cost equation. For instance, UNC-Chapel Hill uses undergraduate tutors who receive three credits instead of a stipend for their role as small group conversation leaders to support the instructional needs of the hybrid courses, yet they do not consider these tutors in their cost accounting since they are not getting paid.

The review conducted by the Department of Languages and Culture Studies concluded with the following recommendations:

1. The implementation of the hybrid model as defined by National Center for Academic Transformation (NCAT) is realistic as there is good software available. The hybrid model that UNC-Chapel Hill has implemented would be feasible provided we make some adjustments, as there are important differences in enrollment and it is unlikely that we can tap into a pool of tutors that may get credit instead of a stipend for their services. Chapel Hill is implementing the hybrid with 200 students in first-year Spanish and they acknowledge that the current set up would not be scalable to higher enrollment, both because of space for the small group conversations and because of not having enough small group conversation leaders.
2. Course planning, training, coordination, elaboration of instructions for students, technical support for students have to be funded.
3. Teaching time (preparation before the first day of class included) should be tracked to have reliable data on teaching load.

4. Ideally, students' time should be tracked as well, these data could be useful to draw conclusions regarding contact time with the material and academic achievement.
5. The hybrid should be implemented before the fully online course is developed.

## References

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Moore, Janet C. (2005) A Synthesis of Sloan-C Effective Practices [http://www.sloan-c.org/publications/books/v9n3\\_moore.pdf](http://www.sloan-c.org/publications/books/v9n3_moore.pdf) Accessed April 12, 2008.

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Southern Association of Colleges and Schools (SACS) <http://www.sacs.org/>

The Sloan Consortium. Effective Practices. <http://www.sloan-c.org/effective/> Accessed April 12, 2008.

Tomei, Lawrence A. (2006). The impact of online teaching on faculty load: computing the ideal class size for online courses. *Journal of Technology and Teacher Education* 14 (3): 531-541.

### **C) Methods**

The work to be completed in May 5 through June 15 consists of reviewing some 1050 activities with the purpose of making a selection that will fit the amount of time that students are supposed to allocate to one class. This time is estimated at twelve (12) hours per week for a four-credit course. It is estimated that an average of ten (10) minutes per activity will be necessary to assess whether or not the activity needs to be completed by the students. The course syllabus will be designed once the activities are selected. Finally, this syllabus will be used in the pilot hybrid SPAN 1201 courses to be offered in fall 2009 and the pilot hybrid SPAN 1202 courses to be offered in spring 2010.

### **D) Evaluation**

Once the pilot courses are set up, we will collect data from tests administer in the pilot courses and the face-to-face courses and compare the results.

### **E) Knowledge Dissemination**

We will participate at showcases hosted by the Center for Teaching and Learning, the Language Resource Center and publish the results obtained from the pilot courses in journals such as *Foreign Language Annals* and *NECTFL Review*.

## **F) Extramural Funding**

The project team will consult with the Center for Teaching and Learning and will apply for the NCAT's Third Round of Colleagues Committed to Redesign (C2R) Program Grant, which will provide support during the piloting phase of fall 2009 and spring 2010.

## **G) Timeline**

### May 15-June 15

- 1) reviewing some 1050 activities from the SPAN 1201 and SPAN 1202 online package that will be used in six pilot sections to be offered in fall 2009,
- 2) making a selection of the machine-graded activities to be completed online by the students, 3) to make a selection of the activities to be graded by the instructor
- 4) making the said selections by evaluating the pedagogical value of the activity, the time that will take to be completed by most students and the time that it will take to be graded
- 5) creating a syllabus
- 6) planning orientation and writing instructions for students to navigate the online materials, and
- 7) planning faculty training to monitor students' online work and writing instructions.

### Fall 2009

Piloting of six sections of SPAN 1201.

Comparing testing results with results from face-to-face sections.

Spring 2010

Piloting six sections for SPAN 1202.

Comparing testing results with results from face-to-face sections.

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**INTEROFFICE MEMORANDUM**

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**TO:** DR. LIL BRANNON  
**FROM:** DALE PIKE  
**SUBJECT:** CID PROPOSAL FROM DR. CONCEPCION GODEV  
**DATE:** 10/22/2009

I have reviewed the preliminary technical requirements for Dr. Godev's CID application and the proposal seems viable. This is due to the fact that the services being incorporated into the proposal rely upon off-campus resources related to the textbooks being used.

As long as these services are offered without charge when the textbooks are used, there are no apparent ongoing commitments (financial or personnel) evident in this proposal.

These resources also do not appear to require significant network bandwidth or specialized network configuration. If it becomes necessary in the future to arrange for such requirements, further assessment would be required.

Dale Pike  
Associate Dean for Instructional and Information Technology  
College of Liberal Arts & Sciences



951000	Other Current Services		
	<i>Subtotal</i>	\$4500	\$
	<b>GRANDTOTAL</b>		<b>\$4500</b>



**Attachments:**

1. Attach a narrative that explains how the funds requested will be used.
2. Has funding for the project been requested from other sources? \_\_\_ Yes  
\_\_X\_\_ No. If yes, list sources.

Deliver thirteen (13) copies of this request to the **FACULTY CENTER FOR TEACHING AND E-LEARNING (FCTeL)**, Atkins Library, by the appropriate deadline.

Dean's Signature \_\_\_\_\_ Date \_\_\_\_\_  
\_\_\_\_\_

Dean's Signature \_\_\_\_\_ Date \_\_\_\_\_  
\_\_\_\_\_

**(Where more than one (1) college is affected by the proposal.)**

**Budget Justification**  
API Grant Proposal  
Redesigning SPAN 1201 and SPAN 1202 as Hybrid Courses

May 15-June 15

**\$1000** stipend for Dr. Anton Pujol

The grant applicant, Dr. Anton Pujol will supervise the project and write the final report, this supervision is estimated to take some twenty-five (25) hours.

**\$3500** stipend for Mr. Cristian Batalla

Mr. Cristian Batalla will use some 175 hours to complete the following tasks:

- 1) reviewing some 1050 activities from the SPAN 1201 and SPAN 1202 online package that will be used in six pilot sections to be offered in fall 2009,
- 2) making a selection of the machine-graded activities to be completed online by the students, 3) to make a selection of the activities to be graded by the instructor
- 4) making the said selections by evaluating the pedagogical value of the activity, the time that will take to be completed by most students and the time that it will take to be graded
- 5) creating a syllabus
- 6) planning orientation and writing instructions for students to navigate the online materials, and
- 7) planning faculty training to monitor students' online work and writing instructions.

**TOTAL: \$ 4500**

## Hybrid Spanish 1201 Course Redesign at UNC Charlotte, 2009-2010

### Overview

The Department of Languages and Culture Studies (LCS) at UNC Charlotte is currently in the process of redesigning Spanish 1201 into a hybrid course. The course is an entry level course enrolling approximately 1600 students in about 50 sections per year. It is the first of a two-semester requirement and leads into Spanish 1202. Currently, students meet in the classroom twice a week for 75 minutes each time. The redesign plan is to replace one of the two classroom sessions with an online session, making the course a hybrid of one classroom session and one online session. **A major problem with the current course is the DWF rate of nearly 25%. By decreasing the DWF rate through a redesign of the course and given its huge enrollment numbers, Spanish 1201 could realize substantial cost savings for UNC Charlotte.**

The university's Center for Teaching and Learning (CTL) and Language Resource Center (LRC) have been involved in the project to provide support and guidance to the LCS department. In order to provide systematic support and comprehensive resources, CTL led the team to apply for a membership in the Committed to Redesign (C2R) program of National Center for Academic Transformation (NCAT) and obtained a membership. C2R is a three-year program to engage 60 institutions in large-scale course redesign supported by the Fund for the Improvement of Post-Secondary Education (FIPSE.) As a participant of C2R program, this project is being provided with NCAT's resources and limited travel funding, but at the same is required to follow its methodological processes including participation in a Disciplinary Institute workshop and an annual conference.

### Goals of the Redesign

The initial, driving goal for this course redesign effort was to free up classroom space to accommodate the ever increasing enrollment. However, the project goals are now additionally focused on achieving instructional improvements and cost saving. Specifically, the goals of this redesign project are as follows:

- Reduce the cost of instruction by decreasing DWF rate and streamlining the instructor work load
- Improve instruction by maximizing instructional benefits of the new course format (e.g., frequent assessment and interactivity)
- Improve instruction by focusing on teaching communicative skills in the classroom session and by encouraging students' self-regulated and active participation in learning
- Improve instruction by standardizing instruction and evaluation across the sections
- Facilitate the migration to a new course by designing solutions for anticipated and known issues, including faculty development

Given the high enrollment and high current DWF rate, we believe that there is potential for substantial cost savings as a result of this redesign project.

## Deliverables and Timelines

To achieve above goals, design and development activities listed below are planned to be performed. All of the materials except for the instructional guides will be developed by May 15, 2009.

- Select textbook activities to be assigned to students
- Design a lesson plan for the first chapter
- Design a syllabus
- Establish the number and kinds of exams and individualized assistance methods
- Design an end-of-semester oral exam
- Identify technical problems instructors and students may encounter, and write help materials
- Create a package of instructional guides for section instructors
- Create orientation materials for the instructor and student orientation sessions
- Create data collection measures and tools for the pilot implementation

A pilot implementation will be conducted during the Fall 2009 semester, where we will focus on identifying implementation issues that we have not addressed during the design and development phase, and evaluating if the redesigned hybrid course achieves the intended goals. Based on the evaluation data, we will further enhance the course design during the Spring 2010 semester and finish the redesign process by the end of the semester.

## Necessary Funding

2009 Fiscal Year

Project Phase	Tasks Requiring Funding	Requesting Amount
Design and development during Spring 2009	Travel for two members of UNC Charlotte Redesign Team to NCAT Disciplinary Institute	\$1000
	Travel to NCAT Annual Conference for one Redesign Team member	\$1500
	Travel of four members of Redesign Team to U. of Tennessee-Knoxville NCAT site	\$1000
	Material printing and photocopying for the project work	\$300
<b>TOTAL AMT REQUESTED FOR 2009</b>		<b>\$3,800</b>

Successful NCAT redesign programs have always included a vital collaboration piece. This is why UNC Charlotte is requesting travel funds for this project. The three travel sites each play a different purpose in the redesign. First, the NCAT Disciplinary Institute is being planned and designed for the UNC Charlotte team to collaborate with NCAT redesign scholars and other universities' teams, and it is required by our NCAT participation that four members of our team attend (i.e., NCAT is paying for two; UNC Charlotte is paying for two). Next, the NCAT Annual Conference will provide training and support for one member of our team. Finally, UT-Knoxville has successfully redesigned a Spanish hybrid course

with very similar goals and contexts as UNC Charlotte’s redesign. A full team site visit to collaborate with their redesign scholars would be appropriate and necessary for the success of the project. Given that Knoxville is regionally close to Charlotte, this would be an economical way to achieve a great deal of collaboration.

2010 Fiscal Year

Project Phase	Tasks Requiring Funding	Requesting Amount
Pilot implementation and evaluation during Fall 2009	Administration of student placement tests (data collection) - funding for testing 600 students at \$10	\$6000
	Data entry and analysis - funding for one graduate assistant for 160 hrs at \$10/hr	\$1600
	Supervision of pilot planning and implementation, leading to the creation of instructional guides- funding for the Elementary Spanish Program Coordinator for 3 full-time weeks at \$14.50/hr	\$1740
Design revision during Spring 2010	Travel to NCAT annual conference for two Redesign Team members to present results of Spanish Redesign	\$3000
<b>TOTAL AMT REQUESTED FOR 2010</b>		<b>\$12,340</b>

The implementation phase of the redesign will require funding for the administration of pre- and post-placement tests which will provide data on student learning gains through the redesigned pilot courses vs. control courses. Additionally, we will need assistance from a graduate assistant for data entry and analysis plus a modest stipend for a project coordinator to lead the implementation phase of the pilot and produce instructional guides for the standardization of the course. Finally, NCAT requires that we present the results of our redesign to a national audience at its annual conference in 2010.

**Contact Information**

If there are any questions about the proposal or if further information is needed, please contact:

Dr. Jaesoon An  
 Center for Teaching and Learning  
 The University of North Carolina at Charlotte  
 9201 University City Blvd., Charlotte, NC 28223-0001  
 tel.: 704-687-3763, fax: 704-687-3894  
 email: Jaesoon.An@uncc.edu

## E-Learning/Online Program Proposal to UNC General Administration

### Title of Proposal: Hybrid Elementary Spanish for General Education: Large Course Redesign

1. Names of academic unit, UNC institutions, and any collaborative campus or community colleges participating in the proposal and name, title, and contact information of the principal proposer.

ACADEMIC UNIT: Department of Languages and Culture Studies

INSTITUTION: University of North Carolina at Charlotte

TITLE: Hybrid Elementary Spanish for General Education: Large Course Redesign

CONTACT: Rosalba Scott, Department of Languages and Culture Studies

Email: rscott9@uncc.edu; Phone: 704-687-8217; Fax: 704-687-3496; URL: <http://www.languages.uncc.edu>

2. Online degree, certificate, or licensure program (title and level) that will be developed as an outcome of this project. Indicate whether this is first-time development for online delivery or whether the proposal is to address quality, scalability, or preparation for out-of-state delivery of existing online programs.

This **Large Course Redesign Project** will develop a **hybrid course** for the first-semester elementary Spanish course that is a part of the **general curriculum**. Spanish is the most popular language course used by undergraduate students at UNCC to satisfy the language requirement. As a result, it has been a tremendous challenge to meet the demand for these courses. With the projected growth in enrollment at UNCC over the next 10 years and the general trend in increased Spanish enrollments nationwide, the university must develop a system for meeting the student demand for elementary Spanish. This pilot project will develop and implement a **new hybrid course design for Spanish 1201** with the goals of developing a course that can serve more students, increase efficiencies in the use of class time, and increase student engagement.

Currently, **Spanish 1201 at UNCC is taught as a traditional four-skills/culture language course** that meets twice a week for 75 minutes and that caps enrollment at 30 students. In a traditional classroom-based language course, the instructor presents new grammar, vocabulary, and cultural material during class and leads students through rigorous communicative activities where they use Spanish to express meaningful, not memorized or rote, responses. However, the tenets of sound second language acquisition theory are undone by **two serious problems: the large course size and the twice-a-week schedule**. The American Department of Foreign Languages, a branch of the Modern Language Association, defines the **optimum elementary foreign language class size as 15 students** and the maximum acceptable size as 20. This traditional classroom model requires the instructor to have continuous and sustained interaction with students to guide them in activities that require actively using the language. It is **not possible to use the traditional classroom-based four-skills language course in the current environment** and with the projected continued increases to enrollments in elementary Spanish. Instructors report that they currently spend too much class time explaining and checking homework for completion. Students report anecdotally that they rarely speak in the large classes and forget what they have studied in between class meetings.

The hybrid model we propose is a drastic change to the way foreign language instruction has been delivered at universities over the last ten to fifteen years. The UNCC redesign model follows the Replacement Model as described by the NCAT cases we are using as a template. **Classes will meet two days a week for fifty minutes and enrollment will be capped at forty-five.** The two **face-to-face sessions will be primarily devoted to “real-life” tasks and communicative exercises in pairs or small groups.** The instructor will provide direction for the classroom activities and will circulate to spot correct during the communicative in-class activities. There will be a **one-hour online session during which students will study and practice the more mechanical aspects of the language, including grammar and vocabulary.** Students will complete a varied series of online activities that include machine-graded exercises so the student can test his or her mastery of new grammatical concepts and linguistic forms. In addition to the online one-hour independent learning session, students will complete **daily homework in an electronic workbook.** Undergraduate **Spanish tutors** will be available to assist students with their online work. Students will be required to submit the homework before the

beginning of each class and will only receive credit if an assignment is submitted before daily class which will encourage students to practice and prepare before coming to class. **Regular online quizzes will be given after a concept is practiced in class and online exams will be given after each unit.** Questions for the online exams will be drawn from the pool of online exercises, activities, and quizzes that students will have already encountered and **short essay questions will be delivered via pen-and-paper and graded by the instructor.** There will be **oral testing administered two or three times a semester** to follow the increased focus on communicative competence this model proposes.

### 3. Description of activities to be funded and relationship to previously funded activities where relevant.

The redesign of **elementary Spanish is a high priority of the UNCC administration** and was the focus of a course redesign effort during the 2003-2004 and 2004-2005 academic terms. During these terms, faculty from the **Languages and Culture Studies (LCS) Department** worked with UNCC's **Faculty Center for Teaching and eLearning (FCTeL)** to develop a hybrid model for Spanish 1201. The UNCC LCS faculty and the FCTeL staff followed the guidelines of the **National Center for Academic Transformation (NCAT)** in designing the previous hybrid Spanish course. The redesigned course was piloted in the Spring 2005 semester but did not meet all of the initial project goals and it was decided the course design needed more work to be successful. This new project for redesigning will build on the previous work done and will respond to areas that were identified as needing further development.

This project builds **on previous work done by the UNCC LCS Department** to integrate technology into elementary Spanish and to serve students more effectively and efficiently. In the Spring 2005 semester, all Spanish 1201 courses began to use online workbook activities delivered through WebCT for one hour of the student's required weekly work in the course. However, significant technical trouble due to the instability of WebCT throughout the university, numerous errors in the WebCT e-pack textbook ancillary, and insufficient funding to offer adequate faculty development and training in the new system caused the implementation of this redesigned course to fail. This new **project will address and rectify the three points of failure of the previous redesign effort** and will also draw on additional successful models for elementary Spanish redesign that have been documented at other institutions comparable in size to UNCC. Namely, this project integrates elements of the hybrid models developed at the University of Alabama and Texas Tech University, both redesign projects funded by the NCAT. Additionally, it integrates elements of Indiana University Bloomington's elementary Spanish curriculum that has used a significant online component since 2002. Finally, this redesigned course will be piloted by a single instructor, the Spanish course coordinator who will have developed the content. Starting the pilot on a small-scale will facilitate resolving any technical or procedural problems that might arise.

### 4. Describe the opportunities that will be provided to faculty developers to acquire the knowledge and skills necessary to be successful in an online environment.

The project will involve the **UNCC Spanish Pedagogy Coordinator** who oversees all first semester Spanish courses. The UNCC Spanish Pedagogy Coordinator regularly uses technology in her teaching, is recognized in the department as having expertise in technology applied to language instruction, and has completed some graduate-level course work in the area of instructional technology. The **Director of the UNCC Language Resource Center** will provide expertise and advice on the use of instructional technology for foreign language instruction. As with the previous redesign effort, the **UNCC Faculty Center for Teaching and eLearning** will be consulted for guidance on redesign and pedagogical issues. The **UNCC College of Arts and Sciences Technology Solutions Team (COAS TST)** will be consulted for guidance on the technical and system requirements of the project.

5. Amount of funding requested and a budget relating the requested amount to the activities described above.

Total amount of funding request is **\$23,994**. See last page of proposal for budget detail.

6. A proposed timeline for the completion of development and offering of the program. If this is to cover only a part of the development of a program please indicate clearly how much and if there is a commitment to complete the program.

**This project will be completed by December 2008.** During the Spring 2008 semester, a textbook and ancillary materials will be selected. During the summer sessions, the course curriculum, including a detailed syllabus outlining assignments and use of online components, will be developed. During Summer 2008, an assessment will be developed and used to determine if revisions to the course design are necessary before rolling out the course to multiple sections at a later date. The hybrid course will be offered by the Spanish Pedagogy Coordinator during the Fall 2008 semester and an assessment of the project completed at the end of the term.

There is **significant commitment** on the department-, college-, and university-levels to complete this project. This project builds on and revises significant work done in an earlier pilot project for redesigning elementary Spanish.

*Spring 2008*

1. Select textbook and ancillary materials, including web-based components.

*Summer 2008*

1. Develop detailed syllabus for Spanish 1201, including online component of course. FCTeL and the LRC Director will provide support and consultation in the design of a hybrid language course.
2. Test web-based components for ease-of-use, accuracy, and technical requirements. The COAS TST will be consulted for technical questions related to use of web-based components in campus labs and classrooms.
3. The Spanish Pedagogy Coordinator and the graduate research assistant will customize and/or correct web-based components to ensure accuracy and to follow syllabus.
4. Develop guidelines for undergraduate tutors who will provide free tutoring online and in the UNCC Language Resource Center.
5. Develop pre-, mid-, and post-course assessments to gauge students' learning experience and satisfaction with the online component of the course and the general course design. These assessments will be developed in consultation with FCTeL.

*Fall 2008*

1. Offer one section of hybrid Spanish 1201 taught by Spanish Pedagogy Coordinator who developed the course.
2. Administer pre-, mid-, and post-course assessments to students.
3. Track and record DWF rate of students in hybrid course versus students in traditional course.

7. A sign off and endorsement from the chancellor or chief academic officer depending on campus procedures for such proposals. Campuses may rank proposal if they choose, but that is not required.

This proposal has been approved and endorsed by Dr. Nancy Gutierrez, Dean of the College of Arts and Sciences, and by Dr. Joan Lorden, Provost and Vice Chancellor for Academic Affairs, The University of North Carolina at Charlotte.



**E-Learning/Online Program Proposal to UNC General Administration**

**Title of Proposal: Hybrid Elementary Spanish for General Education: Large Course Redesign**

**BUDGET**

*Summer 2008:*

- **\$16,294:** Summer salary for Spanish Coordinator: 3/9 of Academic Year Salary, \$13,035 plus fringe benefits at 25%, \$3,259.
- **\$3,875:** Summer salary for graduate research assistant for Spanish Coordinator: 12 weeks x 20 hours/week x \$15/hour = \$3,600 plus fringe benefits at 7.65%, \$275.
- **\$1,425:** Rosetta Stone for Spanish Higher Education, 15 concurrent licenses (assuming 45 students to use as extra practice) x \$95 = \$1425
- 

*Fall 2008:* Hire undergraduate tutors to work in LRC to assist in pilot 1201

- **\$2,400:** 2 tutors x 10 hours week x 15 weeks x \$8/hr = \$2400

**TOTAL PROJECT BUDGET: \$23,994**

From: Hilarie Nickerson [hil@northcarolina.edu]  
Sent: Tuesday, March 24, 2009 2:58 PM  
To: McCullough, Heather  
Subject: Re: CR grants decisions?

Heather -- We ended up not being able to fund any proposals at all, as the TLTC never received its 08-09 budget this fall. Otherwise, we might have been able to cover part or all of planned grants even though the original funding fell through. You probably recall the following from a message sent in August:

> **The TLTC was unable to distribute any course redesign funding earlier  
> this summer for the grants program** announced in April. This situation  
> occurred because of a policy change in the Office of State Budget and Management.

**We had actually composed the award and funding letters before we found out, and I thought you might like to know what we had intended to do back in June. The following text is from the unsent UNCC letters:**

> **The TLTC will be able to provide a grant in the amount of \$1,780.00  
> [for instructional software and materials]** ... We anticipate that  
> your institution will use this funding for the following course  
> redesign effort: **Spanish 1201**, an introductory general education  
> course, will be redesigned as a hybrid course to serve more students and to increase student engagement.

Hilarie

> Dear Hilarie,  
>  
> Could you refresh my memory of the status of the CR grant competition  
> for which grants were submitted to the TLTC during the summer 2008?  
> Were proposals funded? Was the grant competition ultimately not  
> funded and no one received funding?  
>  
> My grant office has asked me about the outcome and I wanted to respond  
> accurately.  
>  
> Many thanks,  
> Heather  
>  
> Heather McCullough, Ph.D.  
> Director, UNC Charlotte Language Resource Center  
> 704.687.8762

> <http://lrc.uncc.edu>

> -----Original Message-----

> From: Hilarie Nickerson [mailto:hil@northcarolina.edu]  
> Sent: Tuesday, September 16, 2008 1:51 PM  
> To: McCullough, Heather  
> Subject: Re: CR grants decisions?

> Heather -- The TLTC still hasn't heard what our budget allocation will  
> be, meaning that the Board finance committee hasn't met yet.... Sorry  
> for the delays.

> Hilarie

>> Dear Hilarie,

>> I was wondering if any decisions had been announced yet regarding the  
> CR  
>> grant proposals.

>> Thanks!

>> Heather

>> Heather McCullough, Ph.D.

>> Director, Language Resource Center

>>  
>> UNC Charlotte  
>>  
>> 9201 University City Blvd.  
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>> Charlotte, NC 28223-0001  
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> Hilarie Nickerson, Program Coordinator UNC Teaching and Learning with  
> Technology Collaborative  
> 919-787-2848 | [hil@northcarolina.edu](mailto:hil@northcarolina.edu)  
>  
> -----  
> Please visit our web site at <http://www.unctl.org/>

## **Course Redesign Initiative Application for Funding, Spring 2008**

### **Overview**

The UNC TLT Collaborative (TLTC) intends to provide grants to UNC campuses to support course redesign activities that start in spring or early summer 2008. At this time, the availability of funding for subsequent time periods is unknown. The maximum amount available per campus is expected to be in the \$4000 to \$5000 range, and priority will be given to campuses that did not receive TLTC funding in spring 2007.

As each campus has different needs, there are several possible uses of funds that would be appropriate. These include, but are not limited to, **faculty and graduate student stipends**, workshops, travel support, and **purchase of materials** or other resources.

Campuses must accept their grant funds, which will be transferred electronically, by June 15, 2008. Grant recipients will be required to report on their progress periodically using processes and forms specified by the TLTC. More information regarding the UNC Course Redesign Initiative, including support provided to participating campuses, is available at <http://www.unctl.org/initiatives/cri/index.htm>.

### **Application Process**

The application submission deadline is May 12. Each participating campus should submit a single application by completing the form below (the boxes will expand to fit the information you enter). Return the form by e-mail to Hilarie Nickerson, [hil@northcarolina.edu](mailto:hil@northcarolina.edu). You may contact her with any questions either by e-mail or at 919-787-2848.

Please note that the TLTC plans to collect additional information about overall campus redesign plans later on. Therefore, it is not necessary to provide large amounts of background material within this application. The application should focus primarily on how the funds will support upcoming activities.

### **1. Primary Contact**

- a. Name, job title, and department*
- b. E-mail address and phone number*
- c. Mailing address*

- a. Dr. Heather McCullough, Director, Language Resource Center, Languages & Culture Studies

- |    |  |
|----|--|
| b. | hamccull@uncc.edu, 704-687-8762  |
| c. | Department of Languages and Culture Studies, UNC Charlotte, 9201 University City Blvd., Charlotte, NC 28223-0001 |

## 2. Background Information

*Brief overview of overall course redesign plans and timeline for your campus, including key milestones*

This grant will allow UNCC to continue its efforts to redesign Spanish 1201, a first-semester Large Enrollment Course that is part of the general curriculum. The project will build on work previously done by UNCC from 2003-2005 to redesign its elementary Spanish. From 2003-2005, UNCC worked to redesign elementary Spanish following the ERLI approach (Enrollment, Retention, and Learning Initiative). During the 2007-2008 academic year, the Languages and Culture Studies (LCS) Department and the Center for Teaching and Learning (CTL) have renewed collaborative efforts to develop a hybrid Spanish course to meet the high demand for elementary Spanish, a Large Enrollment Course, and to increase student engagement in the course. Staff from both groups have participated in conferences and workshops devoted to redesigning large enrollment courses, have written grant proposals, and are planning additional collaborative grant proposals such as NCAT to fund the efforts to redesign elementary Spanish.

This grant will be used to purchase interactive self-guided learning materials for use and evaluation by Spanish faculty and students. We believe that self-guided learning materials will constitute a key component of our redesigned hybrid course and plan to use this grant to evaluate and pilot test two highly well known software programs. Specifically, we will purchase 3 licenses for the Rosetta Stone software in Spanish. The Rosetta Stone software is recognized by language professionals as a pedagogically-sound computer aid for self-directed language learning. Rosetta Stone materials have lesson plans and learning activities that correlate to national standards developed by the American Council on the Teaching of Foreign Languages (ACTFL). We will also purchase 5 licenses of the Eurotalk Beginning Spanish DVD. The activities in the Eurotalk series follow British national educational standards for foreign language instruction. The learning materials include interactive activities that allow students to record their voice, practice vocabulary, take self-graded quizzes, and download listening activities to an mp3 player. The materials will be evaluated during the Summer 2008 and Fall 2008 terms by the Language Resource Center under the guidance of Spanish faculty and with the assistance of the Center for Teaching and Learning.

The redesign of elementary Spanish is a high priority of the UNCC administration and was the focus of a course redesign effort during the 2003-2004 and 2004-2005 academic terms. During these terms, faculty from the Languages and Culture Studies (LCS) Department worked with UNCC's Center for Teaching and Learning (CTL) to develop a hybrid model for Spanish 1201 based on the NCAT model for redesign. A hybrid Spanish course was piloted to all sections of Spanish

1201 in Spring 2005 but it was deemed unsuccessful and was discontinued. Our current redesign effort addresses the lack of engaging learning materials and extra-classroom learning aids that was identified as a problem with the previous redesign. The learning materials that we have chosen to pilot are based on national and international standards for language instruction, provide automatic feedback and self-directed learning paths for students, include varied types of activities, including speaking and pronunciation practice.

### 3. Course Information

*If your campus has identified one or more specific courses to be redesigned, please provide basic information about them by filling out items a-d below for each course. Otherwise, skip this section.*

- a. *Course number and name*
- b. *Lead faculty member's name, job title, and department*
- c. *Lead faculty member's e-mail address and phone number*
- d. *Reason that this course is being redesigned*

*If the requested funding will support redesign activities specific to these courses, please also fill out items e-g for each such course.*

- e. *Proposed activity to be supported by the requested funds and how it fits into the overall redesign plan for this course*
- f. *Expected outcome for this activity and plan for determining whether the outcome is achieved*
- g. *Quantity of funding requested for this activity and supporting calculations (e.g., cost of labor or materials)*

*To describe more than one course, make copies of the following table as needed.*

a.	Spanish 1201: Elementary Spanish I
b.	Rosalba Scott, Spanish Pedagogy Director and Spanish Lecturer, Department of Languages and Culture Studies
c.	rscott9@uncc.edu, (704) 687-8217
d.	Elementary Spanish is a large enrollment course at UNCC that is in extremely high demand by students to meet their language requirement. In recent years it has been a tremendous challenge to meet the demand for elementary Spanish and we anticipate demand to continue to rise sharply in the near future. With the projected growth in enrollment at UNCC over the next 10 years and the general trend in increased Spanish enrollments nationwide, the university must develop a system for meeting the student demand for elementary Spanish. We are optimistic that this opportunity to redesign this very popular large enrollment course will allow us to serve more students, increase

student engagement, and increase efficiencies in the use of class time.

e. This grant will support the purchase and evaluation of self-guided learning materials for a Large Enrollment Elementary Spanish hybrid course. We anticipate that a redesigned course that increases the number of students in a single section will need to provide a variety of learning support materials. The Rosetta Stone and Eurotalk materials have been evaluated by the Language Resource Director and faculty in different disciplines. Faculty in Spanish and other languages evaluated the Rosetta Stone and have referred students to use the public library's online version of the materials for self-guided practice. In addition, students who study in the LRC regularly inquire if we have the Rosetta Stone or similar kinds of software. During the Summer and Fall of 2008, the software programs will be installed on the computers in the LRC and their availability will be publicized to faculty and students. With the input of Spanish faculty and assistance of the Center for Teaching and Learning, the LRC Director will develop and deploy an evaluation tool for the software programs.

f. This grant will support the purchase and evaluation of self-guided learning materials for a Large Enrollment Elementary Spanish hybrid course. The LRC Director, a former assistant professor of French, will consult with Spanish faculty to determine which lessons from Rosetta Stone and Eurotalk correlate with the UNCC elementary Spanish curriculum and will write guidelines for their use in coordination with the current elementary Spanish curriculum. She will lead an Instructional Technology Showcase and a hands-on Instructional Technology Workshop for the Spanish faculty to demonstrate the uses of these interactive materials for self-guided learning. The materials will be made available for use in the LRC and on the campus network. LRC student assistants will be trained to help students of Spanish use the materials. The LRC Director will also consult with the Center for Teaching and Learning to develop and deliver a survey to students and faculty to solicit their feedback about the materials. The survey will be delivered at the end of Summer 2008 and at the end of Fall 2008.

The written guidelines and survey results will be made available to all UNC institutions. These materials will be helpful to any UNC institution evaluating software for self-guided learning in Spanish, and will be of particular interest to programs redesigning Large Enrollment Elementary Spanish. In addition, we will present our findings at a UNCC LRC Instructional Technology Showcase that, like all UNCC LRC Showcases, will be videotaped and available online. We will also present our findings at the UNC Teaching and Learning with Technology Conference next year.

g. **\$2,430** is requested for this project. \$1,185 will be used to purchase a single license of each level of the Rosetta Stone materials in Spanish. \$595 will be used to purchase 10 concurrent network licenses of Eurotalk for elementary Spanish. These products have different pricing packages and we are purchasing the minimum number of licenses for each. \$650 is requested to cover the cost for the LRC Director to register for and attend the UNC TLT Conference in 2009. She and Garvey Pyke will present their findings at the conference. They will also organize a round-table discussion and/or panel

discussion on the subject of redesigning large enrollment elementary Spanish with instructional technologies.

#### 4. Other Activity Information

*If the requested funding will support redesign activities that are not linked to specific courses, please provide information here. Otherwise, skip this section.*

- a. Name of activity*
- b. Activity leader's name, job title, and department*
- c. Activity leader's e-mail address and phone number*
- d. Proposed activity to be supported by the requested funds and how it fits into the overall redesign plans for your campus*
- e. Expected outcome for this activity and plan for determining whether the outcome is achieved*
- f. Quantity of funding requested for this activity and supporting calculations (e.g., cost of labor or materials)*

*To describe more than one activity, make copies of the following table as needed.*

<i>a.</i>	
<i>b.</i>	
<i>c.</i>	
<i>d.</i>	
<i>e.</i>	
<i>f.</i>	

#### 5. Funds Request Summary

*Total amount of funding requested*

\$2,430.00



**6. Additional Contact Information**

*Please list others not shown above who should be notified if funds are awarded, such as your provost and your chief financial officer. Copy the table below as needed.*

- a. Name, job title, and department*
- b. E-mail address and phone number*
- c. Mailing address*

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