This project developed a hybrid (in-person and online) Spanish 1103 Individualized Instruction (I.I.) Learning course. In line with other I.I. courses, students undertook course assignments, scheduled and held meetings with instructors, and took tests at their own pace and on their own initiative. Unlike existing I.I. instruction, all course material and interactions with instructors were online, except examinations.
Overview

The 2012 SPPO Impact Grant project developed an online version of individualized language instruction in Spanish 1103, the final course in the introductory GEC language sequence. Students in the pilot section could complete all homework and activities, except exams, at home. Texts, videos, and activities were hosted in Carmen. Conversations with instructors and fellow students, individually and in small groups, were conducted via Skype or CarmenConnect. Fourteen students completed modules for credit in the pilot section. Since the pilot, the model has been extended to two other Spanish courses (Reading Comprehension and Medical Spanish) and the introductory Portuguese sequence.

Outcomes

The project was a success. A new model of online instruction was developed at a high quality level. The enrolled students succeeded at rates well above traditional, classroom-based sections, and students expressed satisfaction with the model of teaching. However, the scale of the course was smaller than intended, and the cost of the pilot may limit others' willingness to adopt the model. Similarly, while the near-total online nature of the pilot significantly enhanced students' ability to participate in the course, the initial goal of producing an entirely online course was not achieved.

The pilot also produced some improvements not central to the initial goals. The recruitment and orientation of students was improved, enabling course managers to find and identify suitable students with less time than had previously been spent for recruiting in-person I.I. students. Methods for hosting and delivering content, especially video content, were improved in ways that save significant time in preparing course shells not only for the pilot course but also for all introductory sections making use of Carmen.

Process analysis

The SPPO and ODEE teams developed an effective working relationship over the course of the grant project. The development of this relationship and the effectiveness of the project were impacted by some internal and external dynamics. Internally, it took some time for the two teams to learn to communicate and collaborate effectively to identify those aspects of the project where ODEE resources could and should be requested and offered. Externally, the project lead's participation in the project was disrupted by temporary interruption of her employment, due to regulation changes. Both impacts were mitigated throughout the project by team members’ consistent hard work and persistence in making connections until productive collaborations were found.

Result, in a sentence

High quality language learning can be achieved in online environments.
Project Committee

**SPPO project leads**

- Jan Macián—Director, Spanish and Portuguese Language Department
- Christine Miller—Director, Spanish and Portuguese Individualized Instruction Program

**SPPO project contributors**

- Lucas Brader—Materials Developer
- Allen Coleman—Digital Media and Instructional Technology Coordinator
- Claudia Cornejo Happel—Materials Developer
- José Díaz—Library Liaison
- Melissa Doran—I.I. Instructor
- Jenny Galeano—Project Coordinator and Editor
- Jared List—I.I. Instructor and Conversation Leader

**ODEE project lead**

- Henry Griffy—Grants Support, ODEE Digital Scholarship

**ODEE project contributors**

- Jennifer Cooke—Video Producer, ODEE Marketing and Communication
- Tom Evans—Instructional Designer, ODEE Digital Scholarship
- Robert Griffiths—Director, ODEE Digital Scholarship
- Joni Tornwall—Training and Instructional Design, ODEE Digital Union
- Justin Troyer—Manager, ODEE Marketing and Communication
Executive Summary

Problem

Spanish 1103.51 is the final course in meeting the GE Skills requirement for studying a foreign language, the end of a sequence consisting of 1101-1103. Historically, there has been a loss of enrollments between Spanish 1102 and 1103, and students who do enroll in 1103 too often do not complete the course in a timely manner. Furthermore, those students who do not complete the introductory sequence in a timely manner are less likely to enroll in higher-level courses at OSU, further reducing total department enrollment. Currently, Spanish 1103.01 is offered every semester with over 30 sections per semester with a typical course enrollment for the academic year of approximately 2,500 students. We believe that attrition and loss of enrollments result from three main factors:

1. Nontraditional students (employed, military, have families, etc.) are unable to meet at scheduled times.
2. Some students delay completion of their language due to scheduling conflicts because they are enrolled in highly structured degree programs.
3. Other students complete their coursework in other institutions that offer distance or technology enhanced courses that do not require regular class meetings.

Opportunity

To address these concerns, the team developed a hybrid (in-person and online) Spanish Individualized Instruction (I.I.) version of Spanish 1103 (formerly 104 under the quarter system).

During the course of this grant, we prepared and delivered one section of Spanish 1103.51. In line with other I.I. courses, students studied course material, scheduled and held meetings with instructors on their own initiative, and scheduled tests at their own pace and on their own initiative. Unlike existing I.I. instruction, all course material and interactions with instructors were online, with the exception of examinations. Students who registered for this section of Spanish 1103.51 piloted a new model of distance language education. Extending individual instruction in this way we met several of OSU’s key strategies:

1. To use the latest technology to support instruction
2. To better serve students
3. To enhance their learning experiences
Expansion of Spanish individualized instruction to 1103.51 had a significant impact on students’ language learning experiences and enables us to use this course as a springboard for completely online distance learning courses. The course is innovative because it:

1. Provides synchronous and asynchronous learning opportunities
2. Better serves nontraditional students and attracts those who delay their language completion
3. Positions Spanish and Portuguese to launch hybrid or distance classes in Language for the Professions (Medical pilot in Spring 2013; Spanish 1103 (2015), Portuguese (2016), and Quechua (2017))

Implementing Spanish 1103.51 provides a platform for best practice in individualized instruction and will serve as a model for other languages and departments at Ohio State.
Project Goals and Objectives

The central goals of this project were (1) to pilot a semester-length version of Spanish 1103.51 in Summer 2012 and (2) offer the revised course Fall 2012. Our goals in developing this course involved the need to:

- Produce a course that meets or exceeds current levels of instruction and meets student preferences
- Produce a course that reduces attrition in student enrollments and course completion via benchmarks for each instruction module
- Produce a course that reduces attrition in student enrollments and course completion via alternative virtual meeting spaces/times
- Streamline the maintenance and deployment of instructional technology
- Develop a general standard for individualized language instruction
- Increase the interest among language instructors for use of technology in language classrooms
Impact Grant Assessment Highlights

• Passing Rate: 97%
• I.I. average: 91%; in-class average: 84%
• Overall, students found the course more challenging and rigorous, which was appreciated in the end.
• TAs and instructors now receive dedicated training on the technology and methodologies for teaching an I.I. model
• I.I. Carmen course shells now take 50% less time to populate due to new course development strategies.
Project Goals and Objectives Outcomes

During this project, we believe the use of technology had an overall positive impact on instruction and student learning. The following results are based upon student and instructor surveys, student and instructor focus groups, data collected from the Foreign Language Center, and a comparison of the overall grades in the classroom and the I.I. program. Our success criteria were divided into two categories: student and instructors.

**Project goals**

**Goals achieved**

- Produced a semester-length online I.I. course equivalent to or better than traditional in-class course
- Learners have effective GE Spanish language learning experience
- Learner attitude toward the course is positive
- Improved of recruitment and retention of students via on-line training modules
- Instructors’ attitude toward the I.I. instructional model has improved
- Instructors viewed I.I. as positive experience using technology to teach languages
- Instructors improved efficiency in updating and maintaining course shell on Carmen

**Goals partially achieved**

- Learners demonstrate an effective use of Carmen and technology
  - Tending toward increased effectiveness
- Instructors’ use of Connect, Skype, Carmen, Media Manager, and iLearn workbook
  - Use of each improved
Students affected by pilot

During Summer and Autumn 2012, 14 students completed the pilot sections 1103.51 for a range of one to four credit hours.

Anticipated number of students affected by new course design

Students enrolled in other Spanish and Portuguese Individualized Instruction courses that benefited by new course design in Autumn 2012

Other courses that made use of the 1103.51 individualized model were as follows:

<table>
<thead>
<tr>
<th>Autumn 2012 Courses</th>
<th>Enrollments (as of 15 day)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish 1101.30 (Bridge)</td>
<td>28</td>
</tr>
<tr>
<td>Spanish 2201.51: Listening Comprehension</td>
<td>3</td>
</tr>
<tr>
<td>Spanish 2202.51: Reading Comprehension</td>
<td>8</td>
</tr>
<tr>
<td>Portuguese 1101.51 – 1103.51</td>
<td>35</td>
</tr>
<tr>
<td>Total students enrolled in SPPO I.I. programs</td>
<td>54</td>
</tr>
</tbody>
</table>

Students enrolled in other Spanish and Portuguese Individualized Instruction courses that benefited by new course design in Spring 2013

In Spring 2013, 28 students completed Spanish 1103.51 for a range of one to four credit hours, a **100% increase in enrollment** from the pilot courses. Other Spanish and Portuguese courses that made use of the 1103.51 individualized model are as follows with a **46% increase in enrollment** for the courses listed below:

<table>
<thead>
<tr>
<th>Spring 2013 Courses</th>
<th>Enrollments (as of 15 day)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish 1101.30 (Bridge)</td>
<td>16</td>
</tr>
<tr>
<td>Spanish 2201.51: Listening Comprehension</td>
<td>8</td>
</tr>
<tr>
<td>Spanish 2202.51: Reading Comprehension</td>
<td>11</td>
</tr>
<tr>
<td>Portuguese 1101.51 – 1103.51</td>
<td>24</td>
</tr>
<tr>
<td>Spanish 8193.01 Language for the Professions: Medical Spanish</td>
<td>20</td>
</tr>
<tr>
<td>Total students enrolled in SPPO I.I. programs</td>
<td>79</td>
</tr>
</tbody>
</table>

Forty students are currently enrolled in Spanish 1103.51 for Mayterm 2013 and 18 for Summer 2013 semester. This is over a 50% increase over Spring 2013 and we anticipate that the course will double for Autumn 2013.
Approximate time spent by Spanish instructors and staff on the project

The following two charts represent the cost of converting an existing course to use the online individualized instruction model.

Table 1 describes the costs (expressed in both hours and dollar-equivalents) for a team to adapt the first course to the online individualized form. Instructional costs that would normally be incurred when offering the course in traditional form have been omitted.

Table 1

<table>
<thead>
<tr>
<th>Participant</th>
<th>Role</th>
<th>Hours (dollar-equivalents)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan Macián</td>
<td>Project Lead/Coordinator</td>
<td>100 ($10,436)</td>
</tr>
<tr>
<td>Christine Miller</td>
<td>Materials development/Course coordination</td>
<td>560 ($21,717)</td>
</tr>
<tr>
<td>Jenny Galeano</td>
<td>Materials development/Course shell development</td>
<td>176 ($6,825)</td>
</tr>
<tr>
<td>Jared List</td>
<td>Materials development</td>
<td>292 ($8,047)</td>
</tr>
<tr>
<td>Lucas Brader</td>
<td>Video editing</td>
<td>292 ($3,598)</td>
</tr>
<tr>
<td>Claudia Happel</td>
<td>Materials editing</td>
<td>10 ($146)</td>
</tr>
<tr>
<td>Jenny Barajas</td>
<td>Materials development</td>
<td>45 ($1,362)</td>
</tr>
<tr>
<td>Meagan Horn</td>
<td>Materials development</td>
<td>54 ($808)</td>
</tr>
<tr>
<td>Allen Coleman</td>
<td>12 hours per term, 4 terms</td>
<td>48 ($1,920)</td>
</tr>
<tr>
<td>Scott Sprague</td>
<td>12 hours per term, 4 terms</td>
<td>48 ($1,920)</td>
</tr>
<tr>
<td>Paul Kotheimer</td>
<td>12 hours per term, 4 terms</td>
<td>48 ($1,920)</td>
</tr>
<tr>
<td>Mike Kaylor</td>
<td>12 hours per term, 4 terms</td>
<td>48 ($1,920)</td>
</tr>
<tr>
<td></td>
<td>Totals</td>
<td>1,721 ($60,619)</td>
</tr>
</tbody>
</table>
Approximate total cost (not including ODEE staff time)

Table 2 describes the team's experience in offering second iterations of 1103.51 and in adapting additional courses for online individualized instruction and confirms that there are marginal savings to be realized when developing multiple sections and courses. Future offerings of a course once adapted are not significantly more expensive than additional offerings of traditional sections. The adaptation of additional courses is less resource-intensive than the development of the first. The marginal savings are limited, since the bulk of the cost for converting courses for online learning involves reformatting and producing material; however, the savings involved with developing a program, rather than a one-off course, do bring course-development costs closer to par with the development of any new course.

Table 2

<table>
<thead>
<tr>
<th>Categories</th>
<th>% of cost</th>
<th>First course</th>
<th></th>
<th>Second and subsequent courses</th>
<th></th>
<th>Savings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>15%</td>
<td>258 ($9,093)</td>
<td>10%</td>
<td>26 ($909)</td>
<td>90%</td>
<td></td>
</tr>
<tr>
<td>Presentational Materials (videos, audio, reading)</td>
<td>40%</td>
<td>688 ($24,247)</td>
<td>15%</td>
<td>654 ($23,035)</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Activities Materials</td>
<td>20%</td>
<td>344 ($12,124)</td>
<td>15%</td>
<td>275 ($9,699)</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Assessment Materials (online quizzes, homework, etc.)</td>
<td>20%</td>
<td>344 ($12,124)</td>
<td>15%</td>
<td>310 ($10,911)</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Overhead (scheduling, office, etc.)</td>
<td>5%</td>
<td>86 ($3,031)</td>
<td>45%</td>
<td>69 ($2,425)</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1,721 ($60,619)</td>
<td></td>
<td>1,334 ($46,979)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Assessment Detail

Spanish 1103.51 is a foreign language course that incorporates a wide range of innovative practices, many of which were developed by ideas from the Course Development Team of instructors and directors in the Spanish and Portuguese Department. This course was piloted in Summer and revised in Autumn 2012 with the support from an ODEE Digital Scholarship Impact Grant.

The central goal of this study was to design, implement, and evaluate an intermediate Spanish language course (Spanish 1103.51) that utilized a variety of learning formats and technology that are not present in the in-class version of the course. The grant team also sought to identify the best practices that could be transferred to other language courses within this department (1101, 1102, major/minor of GE courses) and to other language classes or courses with similar content needs.

A significant amount of time was dedicated to the development and implement of this project. This included the development of a Carmen course shell, writing student-centered materials for distribution on-line, editing videos, and providing content suitable for use in a technology-rich on-line learning environment. We also piloted the use of virtual conversation groups, composition grading via screen sharing, Adobe Connect/CarmenConnect, Google hangouts, Carmen Wiki, iTunesU, etc. We employed an on-line workbook iLearn, a software application supporting the course's textbook. As we constructed this course, it was also necessary to articulate the 1103.51 GE Goals, Objectives and Learning Outcomes with those of the 1103.01 in-class sections as well as to address the different but equal systems of evaluation (exams, compositions, speaking tasks, homework, etc.).

GE Goals and Objectives

Foreign Language coursework develops students' skills in communication across ethnic, cultural, ideological, and national boundaries, and helps students develop an understanding of other cultures and patterns of thought. For all Language Courses (1101.01 through 2202.01/.51) Spanish is the primary language of instruction.

Expected Learning Outcomes:

1. Students demonstrate basic communicative skills (e.g., speaking, listening, reading, and/or writing) in a language other than their native language.
2. Students learn about the cultural contexts and manifestations of the peoples who speak the language that they are studying.
3. Students recognize and understand differences and similarities between the cultures and communities of the language that they are studying and their own.
The implementation of these innovations in Autumn 2012 was a major undertaking. Even though we had existing materials from the traditional classroom setting, the team continuously monitored, upgraded, and was involved in revising the materials, and troubleshooting Carmen, Adobe Connect and the scheduling platforms. This required a collaborative effort from the project planners and the ODEE staff on a regular basis.

Finally, because of the experience gained in Spanish 1103.51, we have made appropriate adjustments in the way in which we teach our other existing courses (Spanish 2201.51, 2202.51, and Portuguese 1101.51—1103.51) in the Individualized Instruction Center.

Samples of the course packet with syllabus, activities and general report for the Individualized Language Program are provided as supporting documentation. [See http://go.osu.edu/IGarchive]
Support for Assessment—Highlights

1. **Produced a semester-length online I.I. course equivalent to or better than traditional in-class course**

The following chart was from the Autumn 2012 Data Summary: Individualized Instruction & Learning Center

- In comparison with the other languages in the I.I. program, Spanish had an overall passing rate of 97%.

- In comparison with the in-class version, the average for the Individualized program was 91% and the average for the in-class version was 84%. The difference between the four-day-a-week classes and the two-day-a-week was not significant.

<table>
<thead>
<tr>
<th>Language</th>
<th>Completion rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese</td>
<td>92%</td>
</tr>
<tr>
<td>French</td>
<td>73%</td>
</tr>
<tr>
<td>German</td>
<td>67%</td>
</tr>
<tr>
<td>Japanese</td>
<td>86%</td>
</tr>
<tr>
<td>Korean</td>
<td>93%</td>
</tr>
<tr>
<td>Portuguese</td>
<td>95%</td>
</tr>
<tr>
<td>Russian</td>
<td>78%</td>
</tr>
<tr>
<td>Spanish</td>
<td>97%</td>
</tr>
</tbody>
</table>
2. **Learners have effective GE Spanish language learning experience**

The following statements are from the Autumn 2012 Student Survey and focus group:

- "I enjoyed it. It is a lot of work. It is a lot more work than I had expected. I've taken on-line classes in the past but I've never taken a course in I.I. It was overwhelming [in] the beginning, but I enjoy it now."
- "Spanish Language Directors were helpful."
- "Instructors are very good."
- "Course was enjoyable, helpful, adjustable, flexible, engaging, unique, challenging, informative, multitasking, technological, fast paced and responsible, forces the students to be responsible for their actions, personalized, demanding, helpful."
- "It is more intense. I think what makes it more intense is coming to the different meetings; grading meetings; it is not the actual work itself; it is just the meetings to get them graded; also keeping everything straight; the other courses were finish a task, go on, finish a task, go on..."
- "I liked that I got to work with several different professors because they give you different feedback. Especially on my compositions. Each one had different points on what I had to improve on."

In addition to the positive feedback about the format of this course, 3 students have continued beyond the required language sequence.
3. Learners demonstrate an effective use of Carmen and technology

Autumn 2012 Student Survey and focus group

The lead instructors regularly monitor the number of visits per student per content item on Carmen.

- I.I. Testing Center had facilities that provided appropriate testing environment and up-to-date computers that worked properly. Several students disagreed.
- "Some of the computers take a long time to load the lock down program for the listening portion that is counted into your allotted time."
- "I.I. Scheduling System was easy to use."
- "The web conferencing tools (Skype and Adobe Connect) impacted your language learning."
- "Use a different program than Adobe Connect for speaking groups. Use of web conferencing tools (Skype and Adobe Connect) made my language study enjoyable."
4. **Learner attitude toward the course is positive**

Autumn 2012 Student Survey and focus group responses support this, as quoted below. The last three comments indicate that there is a need to increase the speaking/conversation opportunities in the I.I. program. Instructors also expressed this concern.

- Effectiveness, expectations, feedback, knowledge of material, rapport with students, engagement, organization, preparation, punctuality were rated as excellent by the majority of respondents.
- "I liked being able to learn in my own time and fit it into my schedule."
- "I wasn't planning on doing I.I. originally. I was signed up for a class, but it didn't work out with my schedule since I am a commuter student so this was perfect. It lets me do most of my homework at home on my on the days I have off. I get everything done and I schedule appointments during my free time during the day."
- "I think that speaking is the hardest part, but I think we get enough practice because we have the two speaking groups and the oral exam. My speaking improved throughout the course."
- "The speaking groups help, but you do miss that forcing yourself to speak in Spanish for 45 minutes every day in class. It was different. I don't think I improved as much as when I was taking a regular class."
- "I.I. Speaking group sessions helped me improve my spoken Spanish but I needed more."

5. **Improved recruitment and retention of students via on-line training modules**

Before the development of the training modules, the I.I. Program Director was required to meet with students multiple times for a face-to-face orientation sessions. For example, thirty-five hours were invested in recruitment and orientation of students in Summer 2012. With the on-line training modules these face-to-face meetings were no longer required. The saving in staff hours made it possible to dedicate this time to course improvement.

However, more work needs to be done. Some students expressed a preference for personalized orientation. Plans are in place to improve the orientation by offering virtual Q&A sessions via CarmenConnect.
6. Instructors' attitude toward the I.I. instructional model has improved

An initial survey of current classroom instructors distributed at the end of Spring quarter 2012 revealed that although 70% used some form of technology on a regular basis (PowerPoint, Carmen, YouTube, etc.) not all believed that technology enhanced language instruction. This skepticism is reflected in the following comment:

- "Our object is to impact the learning of Spanish, not entertaining the students all the time with technology; it is a problem because sometimes the Internet network connection is down; lack of experience in new sites, etc.); over 75% also indicated that "It is important the department provides professional development workshops that address technology/media."

To help address these concerns, during Autumn 2012 we offered three workshops on the use of various technologies in the classroom:

- Individualized Instruction in the Spanish and Portuguese Language Program. Information session for returning instructors 8/21/2012 (Miller)
- Wiki Workshop: Fri 10/12/2012 (Coleman, Griffiths, and List)

Although there was only one lead instructor for Spanish 1103.51, at the end of Autumn (2012 semester) all four instructors who taught in the I.I. program submitted surveys about their teaching experiences since the only major difference among the courses taught is the content. The methodology and format are the same.

- "I definitely would recommend teaching in the program; I think it is an alternative to traditional models of teaching."
- "I would recommend the I.I. program. I have had to focus on so many different "teacher skills" that I have enjoyed very much my time here. It is great to work with motivated students 1:1 or help those struggling to overcome their concerns. Very rewarding."
- "You get a lot of support from Christine (the Director of the I.I. program), you learn a different style of teaching, and you become comfortable and knowledgeable with technology."
- "I liked working 1:1 with students."
- "I would recommend it if students can encourage themselves to stay on track."
- "Classroom based is better for introduction courses so that students have constant exposure, but I.I. is better for those who have a background."
- "I would recommend it students are organized and can plan ahead."
7. **Instructors viewed I.I. as positive experience using technology to teach languages**

- Six instructors have expressed interest in teaching in the I.I. program
- Focus groups indicated that the I.I. instructors’ experience was positive. Based upon their recommendations, we now have a systematized training process that includes an interview, working in the I.I. center as a tutor or conversation leader, completing a training module in order to familiarize instructors with the different Carmen features used in I.I. & also the content (which is ever growing and evolving). Everyone, including returning instructors, will go through orientation requirements to get certified to teach online (or mostly online). This process parallels the student experience.

8. **Instructors improved efficiency in updating and maintaining course shell on Carmen**

Now that the course shell is complete, only time-sensitive materials must be updated (deadlines for registration, testing, etc.), aside from regular maintenance required for all Carmen courses. This task now takes less than half as long.

9. **Instructors' use of Connect, Skype, Carmen, Media Manager, and iLearn workbook**

Use of all of these tools improved during the project; however, significant problems still exist with Connect.

- "There were problems during the entire session. Sometimes they were not able to hear me. Sometimes I did not hear them. At times some of them heard me but with distorted audio, sometimes their audio cut out. The first session was the one that "suffered" because minutes went by before we were able to get everything set up. The second session was more productive. I hope this info helps so you can make improvements."
- "Today I had a lot of connection problems in my Adobe Connect sessions. First, at 6PM, I was not able to enable Samantha Miller. I was connected, but the program wasn't responding. 2nd session: I had just connected with students at 6:30 and I had a session with Danbi and Angel, but the audio and video were very slow/delayed, and they cut in and out constantly. We could discuss the themes, but I did not like the problems that I had. Samantha wrote me an e-mail to let me know she was connected at 6, but we were not able to speak because of these problems. I would like to know how we can solve this in the future please."
2012 Impact Grant Experience

Reflections on the grant process—what went well

The ODEE staff was wonderful. We formed a collaborative group that met on a regular basis to discuss progress, iron out difficulties, and brainstorm best practices. The support offered by Rob Griffiths, Henry Grifly, and Tom Evans throughout the course development process was incredible. Someone on their team seemed to be available 24/7 to help us move through the course design and implementation and help resolve problematic issues we had with technology.

Reflections on the grant process—what did not go well

Unanticipated events required work beyond what was planned for:

- Change from Adobe Connect to CarmenConnect with no time to revise orientation packet. Solution: Used Google Hangouts
- Problems with video hosted on Media Services servers and embedded into Carmen using JavaScript code hosted on a third server. Called the Grants team, who worked with Media Services to resolve the disruptions. Long-term resolution was achieved by hosting backup copies of media in iTunesU.
- Removal of project lead. Delay in renewing contract disrupted progress and resulted in some loss of momentum. Solution: Team members stepped up and took charge.
- Staffing limitations in classroom vs. Individualized Instruction. Budget constraints led to increased demand on I.I. instructors. It is important that such increases consider the pedagogical, scheduling, and space constraints of I.I. In a classroom, additional students may be added to sections (up to classroom space limits) with limited impact on instructors. Because I.I. involves 1:1 meetings, each additional student requires additional instructor time. Virtual meetings require that equipment must be provided, including not only computers but also scanners and printers. During the grant, demands were made beyond available resources. Solution: Christine Miller established clear guidelines and expectations for I.I. instructors, including the number of hours they were required to work. Going forward, coordination and planning for changes in demand for I.I. is essential for success.
Suggestions for future recipients

- Do not be hesitant to rely upon ODEE for support. Our SPPO course development team was so accustomed to resolving our own problems that we would frequently waste precious time, when all that we had to do was send an e-mail asking for help.
- Carefully plan your Charter. It will be your roadmap throughout the project and although it may be adjusted, it gives team members the guidance necessary to complete assignments in a timely manner.
- Be sure that you have a commitment from your department unit and that all understand the importance of the grant and the vision that it provides for your program. While reading previous recipient reports, there is a repeated theme of Departmental involvement at all levels. Statistics reported about their 2011 grant project: "It would be nice to have a platform for presenting the project within the department. Other courses could benefit from the methods used in this project, but neither coordinator for the other large intro courses has inquired about the project. Perhaps if all faculty and teaching staff knew about the efforts of this project, there would be more interest in and appreciation for the methods." This is true as well in our program. As programs move forward, it is imperative that faculty and staff alike are engaged in some level of the developmental process.

Three words to describe working with the ODEE Team

1. Effective
2. Challenging
3. Rewarding

Ah-ha moment of the grant process

Our future goals are our Ah-ha moments. We can do this. We put together a strong forward-looking program that will benefit the students and also train future instructors to teach with technology using a range of techniques. Our team began to brainstorm about introducing an intermediate Spanish language course into the I.I. program in 2010. Although we have been teaching Portuguese I.I. since 2000, our Individualized Instruction program had not evolved since then to keep up with the use of technology in language instruction. This grant gave us the support that we needed to move ahead. In spite of our setbacks, unanticipated events, and sleepless nights, the team always maintained their focus and composure. This was a wonderful example of a truly collaborative effort in which we were all winners. We would not have been able to make these changes had it not been for the collaboration with ODEE and their team of experts. Now that we have introduced and tested the technology, we are now currently developing a hybrid Medical Spanish course in collaboration with the Medical School and also have plans to begin collaboration with Veterinary Medicine in 2014.
Working with the ODEE staff

Strongly Agree

1. I am satisfied with the communication I received from the ODEE staff.
2. I am satisfied with the grant project contributions I received from the ODEE staff.
3. I have learned the skills necessary to continue related work on my own.
4. I found the ODEE staff approachable.
5. The lessons learned during this pilot will guide future course design.
April 28, 2013

Robert Griffiths, PhD
Director, Digital Scholarship & Development
Office of Distance Education & eLearning
Campus

Dear Robert and colleagues:

I am writing to thank you for partially funding the development of a hybrid (in-person and online) Individualized Instruction (I.I.) version of Spanish 1103, and to express our Department’s satisfaction for the work done to achieve the goals of this grant.

Dr. Jan Macian and Christine Miller have successfully led a large team of Spanish and Portuguese (SPPO) staff members and graduate students, as well as coordinated with other key players in different OSU digital initiatives, including you, to make this possible.

As you know, Spanish 1103 is the last course in the Spanish GE language sequence. Providing cutting-edge instructional means to deliver this course is thus essential to the mission of our Department and the University (we should keep in mind that close to 40% of all OSU students use Spanish to satisfy their Foreign Language GE requirement) both per se, and as a way to foster the further development of online and distance delivery options for this course and others in our Department in the near future. The University will greatly benefit by making this further development a viable option in the near future.

As the Report indicates, the implementation of the hybrid 1103.51 has been a success in itself. It also enriches our other I.I. courses, both in Spanish and in Portuguese, and other language courses in general. In that sense, we have high expectations for these SPPO initiatives, which have the potential of enriching the educational experience of around 7,000 OSU language students each year.

Please let me know if I can provide any further information in support of this proposal.

Sincerely,

[Signature]

Fernando Unzueta
Chair, Spanish & Portuguese
**ODEE Experience**

**Project Charter to analysis reflection**

The project fulfilled the fundamental goals outlined in the charter. A new model of providing high-quality language instruction was developed and piloted. This model enhanced flexibility for the students in the pilot. Those students enrolled in 1103.51 learned Spanish.

Two main differences between the project described by the charter and the outcomes achieved are apparent. First, the efficacy of the project, especially for achieving some of the goals stated in the charter—for example, reductions in student attrition for non-traditional students—could not be accurately measured. Too few students were enrolled and provided consent and participation in the research to establish whether those outcomes were achieved. Second, the goal of achieving an entirely online course was not achieved, because a solution for conducting online assessment in a reliable and secure way was not identified.

Balancing these shortcomings, the project exceeded expectations in other ways. The orientation and introductory materials were revised more than planned and with greater impact than anticipated. Strong infrastructure was built for recruiting, training, and supporting future instructors. These foundations are more significant than the limited number of pilot participants, because they represent sustainability. A solution for hosting audio-visual content was implemented—thanks to the Media Services unit—that reduced course preparation time significantly, increased reliability for students, and reduced the storage load on Carmen.

The goals of contributing to a departmental culture of technological innovation had mixed success. On the plus side, the Impact Grant served as the basis for encouraging adoption of other learning technologies by graduate student instructors, including two training sessions co-presented by ODEE, ASC Tech, and SPPO personnel. At the same time, faculty involvement and interest remained low. While one faculty member was willing to support the project by serving as Primary Investigator for the IRB research, that support was not typical. Culture change remains an important goal.

**Approximate time spent by ODEE staff on the revision project**

175


**Reflections on the grant process—what went well**

The energy and dedication of the recipients exceeded expectations, especially Jan Macián, Christine Miller, Jenny Galeano, and Jared List. They worked long hours and were willing to step up and fill in for each other when required, especially when state regulations temporarily required removal of the project lead. If it were not for the whole team’s dedication, the project could have foundered.

This project also benefitted from collaboration among multiple units within Arts and Sciences and the then-OCIO Learning Technology unit (now ODEE Digital Scholarship). The Arts and Sciences Technical Support team, especially Allen Coleman, were on hand and able to provide local support. Their expertise also provides confidence that the learning program piloted in this project will prove sustainable, since the technological support is in place.

**Reflections on the grant process—what did not go well**

Two aspects of the project, in retrospect, could have gone better.

1. The information flow was not always as timely and full as it might have been. There were times when the status of the planned work was not known in detail, as well as times when problems had arisen that were disrupting work. Going forward, it seems wise that Impact Grants involve weekly or bi-weekly standing meetings, unless individual projects prove not to need them.
2. Closer attention to departmental involvement might have improved outcomes. As noted, the project experienced some disruption due to staffing changes. (Project lead was a returned retiree. Several months into the project, the department informed her that her employment could not continue through the whole project span. That decision was later reversed.) The impacts of these changes were mitigated by the extraordinary efforts of the team. People were in place with knowledge about the project who went above and beyond to maintain continuity. That said, awareness that these changes were possible and that the department might displace the project lead mid-project would have led to different planning.

**Three words to describe working with the SPPO Team**

1. Dedicated
2. Creative
3. Ambitious
Ah-ha moment of the grant process

Presenting training meetings for GTAs and prospective I.I. instructors in conjunction with the SPPO team provided two varieties of "a-ha" moment. First, planning these sessions helped us understand in more detail the day-to-day ways that technology is used in face-to-face classes and how this differed from the teaching style the Impact Grant was funding. The ambitious leap the project was aiming to make became significantly more clear. Second, the response to these sessions provided insight into the challenges and opportunities of departmental culture change required to accomplish such an ambitious change. The low attendance for the sessions (relative to the full number of instructors in the department) indicates limited inherent interest in training for learning technology. The enthusiastic response and quick learning of those who did attend the sessions, however, indicates that much can be accomplished when interest is piqued. The limited actual use of the technology following the trainings highlights that there remain obstacles to inspiring the additional effort to use learning technology and that incentives may be necessary to change instructor willingness to devote the time and effort required.

Changes to our processes from this grant experience

This project does not suggest a need for fundamental revision, but has identified opportunities for improvement:

- Work harder to tailor the planning/charter phase to the project.
- Set up standing meetings, if at all possible.
- Double-check contingency and continuity planning.
- Work even harder to verify reliability of all technology provided or recommended for use.
- Make contact with local IT support early and often.
- It might prove beneficial to develop standard procedures to promote awareness and support of the project among non-participant members of the department.