WSCC Mobile Learning Fellows Proposal Form

[Faculty should complete this form and forward via email to their department chair and/or division dean. Division deans will signify their support of the project by forwarding to Vickie Mills, Distance Education (vickie.mills@ws.edu). Please contact David White (423-585-6765; david.white@ws.edu), Andrea Isenberg (432-585-6767; andrea.isenberg@ws.edu), or Vickie Mills (423-585-6996; vickie.mills@ws.edu) with any questions.]

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Project Title: Enhancement of web/webinar Foreign Language classes

Explain what you want to achieve and how:
I want to provide a way for Spanish students enrolled in an online environment to be able to better practice their speaking and listening abilities. Since I do not have direct access to my students I need a way to help them enhance their speaking and listening abilities that would expand the limited technology that I am currently using (voice or video recording programs and youtube videos). Including speaking and listening in the online Spanish classroom is limited with the current technologies that are being used. This project will help increase the students' access to technologies that will enhance these two skills specifically. ELearn will be used as our main source of communication for the web classes and for the webinar class it will be a combination of ELearn and class time in the webinar. The students will complete different projects using their smart phones, ipads or computers. They may also use equipment on campus.

The students will use a variety of apps/programs to improve their speaking and listening abilities. One of the projects would include creating stories in Spanish that they will narrate and illustrate using one or more of the following apps: Toontastic, PuppetPals2, CrazyTalk, or Inkflow. Another project would increase verbal communication between students where they might use Skype, FaceTime, or Adobe Connect. They would need to be able to record their conversation so that they can submit it to me either via an email or a link. Another speaking project would be to contact a native speaker and record a conversation with them, preferably using an internet program for communication with people from other countries that would record their conversation. This would need to be through a secure, student oriented website.
that is created specifically for the students to communicate with other students across the world. To increase their listening skills I would like to expand from just using YouTube videos to also using podcasts, audiobooks and online live news sources (TV via the internet).

By increasing their contact with the actual spoken language on several different levels, the students should be able to increase their communication skills in Spanish. The student engagement level would increase as well, which would help them in all four of the Spanish skill areas (reading, writing, speaking, listening)

Provide some background on how you came up with this project:
I noticed that while my students have some practice with speaking and listening to Spanish in my web and webinar classes, the quantity is not quite where I would like it to be. I also want to increase the spoken interaction that they have with their fellow classmates and maybe with native speakers. In looking at different apps/programs that could be used I have found several, but I would like to discover even more for them to try.

How will you evaluate the effectiveness of the project: (This portion of the plan will be completed after the summer Instructional Design training)
To evaluate the effectiveness of this project I would include an opening and ending oral/spoken evaluation to determine the amount of improvement that the students have achieved over the semester, which is actually already a part of the original course design. I would also be evaluating the individual/group projects that would be part of the course using the chosen technologies for the projects. Lastly, I would compare the level of improvement with the improvement from the previous semesters where they did not have the special projects. The improvement would be recognized by the grades received as well as a skills checksheet to see which skills have been mastered and which ones are still weak or non-existent. To evaluate the listening portion of this proposal I would have the students write a report or summary of the audio source that they listened to as well as complete a self-assessment of their level of understanding of the material. They would also do an oral report or summary of the material via a recording program which would then be submitted on eLearn. As a follow-up for their classmates' listening skills, the classmates would then listen to the oral report and make comments or ask questions about the report and then do a self-assessment of their level of understanding.

By submitting this form, I acknowledge and agree to abide by the terms of this proposal and WSCC Fellows Program. I will complete all assessment tools (reports and video). I have read and agree to the terms of the WSCC Intellectual Property Rights policy. Click here to read the WSCC Policy and Procedures Manual; search for page 287 and read “Intellectual Property Rights,” or click here to read the TBR Intellectual Property Policy. I understand that to receive the stipend I must complete the project and present the findings at Inaugural Week.