Redesigning Introductory Spanish

Submitted by

Portland State University

Submitted to

Pew Grant Program in Course Redesign

June 2001

ABSTRACT
Portland State University – Introductory Spanish

Introductory Spanish is a year-long course enrolling 240 students in multiple sections. The course is in transition; pedagogy and basic materials are proficiency-oriented, but instruction, delivery of materials, staff training and supervision, and logistics (testing, grading) have not been modernized.

The present delivery system limits enrollment and fails to satisfy student demand because of the costs of staffing and limits on teaching space. The redesigned course addresses inconsistencies among sections through improved planning, coordination and training of teaching assistants, and clear articulation with new universal second-language requirement in Oregon K-12 (on exit) and Oregon University System (on entry) through specification of learning outcomes for the introductory course.

The redesigned course reduces classroom time and increases time in the crucial area of interactive speaking by moving testing, writing and grammar instruction, and partner/group activities outside the classroom and by reducing in-class time for students clearly performing above standards (with remediation in class for others). The quality of instructional materials will be improved by introducing WWW/CD-ROM-based version of the first-year student and course text produced by PSU faculty. The redesign will enhance staff training, automate record-keeping to save time and identify students for advancement and remediation and will increase learner understanding of learning goals and language acquisition by improved assessment of speaking, listening, reading and writing.

Course quality will be enhanced because current levels of speaking and writing proficiency will be maintained and better assessed. Multi-media delivery will provide faster and more convenient access to materials in and outside the classroom (and with better reproduction of sound and graphics), will economize on precious classroom time by training staff to use it better and will focus learner effort on learning tasks, what they are learning, and why they are being taught that way.

Assessment will measure student success against established national (ACTFL) and Oregon standards, allowing us to compare results with progressive pedagogy to baseline literature about results of traditional pedagogy, to compare the added effect of use of multimedia to the same material delivered conventionally, to gauge effect of new remediation strategies on students performance, and to quantify staff time and how it is used.

Cost savings will result from less instructor-preparation time, more students served per instructor without increased labor, and reduced use of classroom facilities per student.

Portland State University (PSU) is Oregon's largest university, serving over 20,000 students. Located in downtown Portland, the state's largest metropolitan area (population 1.4 million), PSU is also Oregon's most diverse higher education center. Similarly diverse is the Portland Public School District which serves students speaking over 60 languages. Interest in Spanish language instruction is broad and deep, ranging from Oregon's growing Hispanic population to business, industry and government. The need for instruction in introductory Spanish has never been greater, and the University is challenged to offer this course using an approach that focuses on student language proficiency and contains costs.

Current Course Environment

Introductory Spanish (SPAN 101-103) is a year-long, three-term course. In recent years, we have arbitrarily set enrollment at about 240 students by limiting offerings to 10 sections. Because of funding limitations and problems of identifying sufficient teaching space for the large number of sections, we forego significant additional enrollment, and some students are forced to enroll in introductory Spanish at local community colleges. Students seeking BA degrees at PSU must complete the equivalent of two years of university-level language; students in international studies must complete the equivalent of three years of university language study.

At present, a senior faculty member coordinates the course content, selects and trains teaching assistants, manages the course, and teaches one section. The remaining sections, typically 9-10 in number, are taught by teaching assistants, each of whom prepares materials and tests (although new, electronic [CD-ROM] materials prepared by PSU faculty are being tested in 2000-01). The essential goals of instruction and the materials used are proficiency-oriented and practical. That is, the learning goals are focused on basic language skills resulting the acquisition of speaking capacity, listening skills, writing (predominantly in the present and simple past tense), and reading of realistic Spanish materials representing every-day situations such as ordering food, asking directions, or getting by in an airport. There is considerable variation among sections in the goals and teaching methods. The teaching assistants lack significant training and experience in language acquisition, and the instructional approach often mimics older teaching practices focusing on language structure (grammar) rather than functional language acquisition, practice, and proficiency. Attrition in the course (drops, withdrawals, failures) is approximately 25% from fall to spring.

A further limitation of the current course environment involves the lack of clear articulation with Oregon's new K-12 universal second-language requirement. The second-language requirement is an exit standard for Oregon high school students and will become an entrance standard for the Oregon University System. PSU draws the overwhelming majority of its students from public high schools and community colleges in the metropolitan area. Over the next few years, Oregon high schools will move to proficiency-based assessments (Certificate of Initial Mastery, Certificate of Advanced Master) at the same time that the university system moves to a proficiency-based admission system ("PASS").

Students enrolling in introductory Spanish have a range of prior language skills. In the future, it will be essential to be able to place students in language courses based on demonstrated

proficiencies and to deal with the problem of "false beginners." False beginners include students who have basic language skills and are able to demonstrate proficiency early in the course but not later. False beginner students can create an intimidating classroom environment when other, true beginner students lack some of these skills at the start of the course. False beginners can exacerbate early drop and withdrawal patterns for beginning students. We estimate that up to 30% of enrolling students are false beginners. A further 10% of students may already meet course learning goals for the introductory course and should be placed in the second year course. Therefore, continuous assessment of student achievement will be critical to course redesign.

Goals and Objectives

Course learning goals

The learning goals for Introductory Spanish following redesign include the following.

❑ Increase student proficiency in spoken language use using classroom, on-line, and collaborative learning

❑ Use on-line course components to increase student proficiency in language structure, writing, and reading

❑ Improve student cultural awareness through in-class and on-line learning

❑ Provide immediate support to low-achieving students

Our general approach for meeting these learning goals requires us to redesign the course to enhance class time devoted to active learning among students. We accomplish this primarily by shifting the responsibility for writing and reading practice, and some listening practice, to on-line and CD-ROM based materials developed at PSU. We anticipate specific changes in student practice behavior, including regular collaborative language practice in student study groups. We anticipate enhancing cultural awareness among our students by using culturally accurate and realistic materials ("realia": radio broadcasts, advertising, newspaper reports, commercial product packaging materials), which can be updated more frequently for course purposes than can be achieved using the traditional course text and student book. Finally, we expect to utilize the time-flexibility achieved by not holding to the traditional time schedule to assist students needing additional speaking and listening support by scheduling supplemental instruction for this smaller group of students. Achieving this goal requires reliance on technology to automate testing and grading and to track student achievement of various proficiencies. Additionally, we substitute capital for labor in the training and management of teaching assistants.

University redesign objectives

The University's support for the redesign projects is based on achieving the following objectives.

❑ Increase student enrollment by one-third to one-half while decreasing labor costs per unit.

- Increase access to on-line learning materials.

- Automate some grading and testing to provide more class time for language practice.

- Develop a delivery model that can be replicated in other commonly taught languages, including programs teaching English to non-native speakers.

- Improve the language acquisition training of teaching assistants and instructors.

- Improve articulation of language instruction with K-12 partners.

We plan to reduce scheduled class meeting times from three meetings per week to two meetings. This will allow us to change the responsibilities of teaching assistants so that each TA directs the work of a larger group of students for a shorter period of time. Additionally, each TA will work collaboratively with at least one other TA to offer intensive support sessions for students not achieving specific learning objectives.

We will reduce scheduled class meeting times and replace this time with directed, on-line activities and small group activities. These activities are already developed and are ready to be moved to the on-line environment. Further, we plan to use regular assessment of student progress in the classroom (for speaking and listening) and in the on-line environment (for listening, reading, and writing). Student assessments will be tracked regularly (weekly), and students not performing at acceptable levels will be notified by e-mail and assigned to a special support section for assistance. We expect this rapid, e-mail based system to allow us to identify, inform, and support students with weekly small group assistance. We expect that a majority of students will be excused from such activities but that low achievers and some false beginners with performance limitations will be identified by these assessments. Further, parallel work in the department is intending to place in appropriate courses high-achieving students who may already meet introductory course proficiencies.

In addition to the need to quickly and effectively monitor student progress, we intend to improve the standardization of materials across sections. We expect to achieve our objective of improving language acquisition training of teaching assistants by improving oversight of the introductory course, by providing consistent and high-quality instructional materials and assignments for students, and by guiding teaching assistant training and development using both summer professional development sessions and on-line training materials.

Because language instruction is a complex process involving university, community college, secondary school and primary school instructors, we plan to utilize our already developed cadre of professional language instructors to assist in TA development, language teacher training, standards development and student assessment. Articulated assessment methods will be one vehicle by which we create seamless and effective language acquisition from K-12 to university instruction. Within the next two years, foreign language proficiency will be an exit requirement for Oregon high school students and an entrance requirement for students coming to the institutions in the Oregon University System.

Plan of Activities

The overall pedagogical redesign of our course was carried out almost ten years ago and has proven its basic value over several years. Several of the key specific ingredients of our redesign are also already developed or nearing completion: the instructional materials, in both conventional and WWW/CD-ROM form, the principles and methods of assessing language skills, the ways of moving more learning out of the classroom. Some of those ingredients have already been piloted. We are therefore less concerned about our basic approach than about the practicability of implementing it, in terms both of transfer to a larger number of learners, and of bringing along the teaching assistants and adjunct instructors who are responsible for almost all the teaching. These two concerns are reflected in our budget and in the corresponding description of activities here. It will be noted that none of our proposed expenditures have to do with purchasing equipment or "think-tank" sessions where fundamental questions are thought through. Instead, we plan to invest almost all our resources in developing strategy and supporting execution of the redesign that is already under way.

Student learning goals

❑ Increase student proficiency in spoken language use using classroom, on-line, and collaborative learning.

❑ Use on-line course components to increase student proficiency in language structure, writing, and reading.

The learning outcomes for Introductory Spanish are defined in terms of ACTFL Guidelines. Our goal is to bring the successful learner to the ACTFL Intermediate level of proficiency. In speaking and writing, the average learner would be Intermediate-Low with the best learners ranked Intermediate-Mid. The Intermediate learner can communicate in groups of single sentences in uncomplicated everyday contexts (personal information, family, travel, food, simple shopping, etc.). Such proficiency has considerable value for both work and personal travel and, in the case of Spanish, interaction with Americans who speak the chief alternate language of the country. It represents an advance over the frequent experience of learners in more traditional programs where the language content presented may far exceed what is acquired.

To achieve these learning goals, we intend to shift more responsibility to the student learner while reducing scheduled class time by engaging in the following activities.
- Move multimedia reading, writing and listening materials to the on-line environment. These materials are now available in CD-ROM format but are not fully integrated into the course.
- Shift the responsibility for the development of assignments to the course director, reducing preparation time for teaching assistants.
- Spend additional effort training our teaching assistants to conduct Oral Proficiency Interviews.
- Increase class time spent in oral communication.
- Increase small group communication and oral practice in assigned study groups.

A proficiency-oriented approach and assessment should, by itself, be more successful in targeting proficiency than the average program. If the materials are enriched and the methods improved even more, while still reducing labor and facilities use, that would yield increased quality and decreased cost. Proper assessment, coherence of goals, and articulation of curriculum between the first-year course and the next levels will allow students to move quickly away from a seat-time principle to more advanced learning, decreasing the pressure on staff and facilities for the first-year course. Further gains are expected but will be more difficult to assess: (1) more students should enter courses at a higher level and continue their studies; (2) fewer students will fail and cease to learn any Spanish at all.

❑ Improve cultural awareness through in-class and on-line learning

We intend to enhance course materials continuously, something that is more achievable when delivering materials in the on-line environment than in published texts. Our current materials are based on culturally relevant and realistic materials, and we will continue to identify and develop these materials. By identifying and using materials such as newspaper articles, advertisements, radio broadcasts, photos, and similar "realia," we draw on materials appropriate to the US Spanish-speaking community and display many aspects of daily life.

❑ Provide immediate support to low-achieving students

Students not achieving increasing language proficiency require careful management. We intend to provide immediate support to low-achieving students to assure that we have taught them how to learn in this partially on-line environment, to deal with issues where false beginners fall behind, and to take corrective action with low achievers. We intend to identify low-achieving students on a weekly basis using our course management software (WebCT) by tracking student achievement on written assignments and by scoring students in terms of oral proficiency. We will notify under-performing students weekly and direct them to small group sessions for additional oral practice, which we assume to be the most common issue driving low achievement. These additional practice sessions will be supervised by two teaching assistants and are intended to provide intensive oral practice for small groups of students (6-8 students per teaching assistant).

The system for measuring achievement is in place but will benefit from the application of technology to decrease labor. Overall quality is measured by tools such as the ACTFL Oral Proficiency Interview (OPI), Oregon Common Assessment, and existing computer-based tests which correlate performance to a prediction of attained proficiency levels as measured more directly by the OPI. Short-term assessment tools have been developed and include lower-level versions of the OPI, "snapshots" of writing proficiency as judged by work samples and scoring guides. Application of technology can increase efficiency in all such testing, in evaluation of speech and writing samples, and in project and portfolio assessments.

Institutional objectives

❑ Increase student enrollment and student learning while decreasing labor costs

Given that introductory foreign language courses enroll many, many students but in small sections, labor costs are already low. At PSU, virtually all sections of first- and second-year Spanish enroll to capacity, and student demand is met by a combination of senior faculty, fixed-term faculty, and graduate teaching assistants. This results in an uneven presentation to students. Demand is such that current offerings meet as little as 50% of the demand in some academic years. Capital for labor substitution can increase student learning, decrease costs, expand enrollment, and, therefore, improve productivity.

Some labor can be saved by improved coordination of materials and instructional approach among the many sections of the two, year-long courses. A variety of tasks that are not critical for in-class work of instructors and students will be moved to the on-line environment (e.g., testing, quizzing, student record-keeping, management of assignments, and similar needs). Labor costs will be reduced by shifting a portion of the course (approx. 30%) to asynchronous delivery using available web- and CD-based materials to produce a significant reduction in the cost per student served. Over the past few years, the University has capped the number of sections of first-year Spanish offered because it was impossible to keep up with growing demand. In the end, fewer students have been served and some students have been directed to community colleges to meet their needs. Course design changes that reduce failure and withdrawal rates and reduce costs will allow the university to reinvest resources in serving more students. We intend to "reinvest" the cost savings for Introductory Spanish in serving more students for approximately the same labor cost. The current cost base serves about 240 students each year. After the course redesign, we expect to serve 300-360 student per year without increasing instructional costs for the Introductory Spanish course.

By changing the seat-time expectations for students and instructors, faculty and teaching assistants can enhance student learning and spend less time in class. Teaching assistants will spend the same amount of face-to-face class time by working with up to twice as many students in small groups, and students will be able to undertake writing assignments, language practice, vocabulary development, and grammar study in the on-line environment. We expect that small group study, access to frequent review, and regular assessment of student proficiency will reduce the withdrawal and failure rate.

❑   Increase access to on-line learning materials

We are in a position to eliminate the $80 textbook by licensing locally developed but nationally recognized and validated teaching materials for student use by instituting a modest materials fee, which could enhance program revenue to support continued materials improvement and staff training while reducing costs to students. The "book" will also be licensed to programs at other colleges and university, who could then replicate our approach. The materials will undergo regular revision, updating and improvement by the teaching staff.

The primary instructional materials for the redesigned course will be the computer-based multimedia version of the comprehensive proficiency-oriented introductory Spanish program "¿Cómo?" produced at PSU. The paper version of "¿Cómo?" consists of a classroom text, a study workbook, and four audio CDs (Simon & Schuster / Pearson). In its paper version, the program has been in use for more than ten years at PSU and other institutions. The computer-

based version of "¿Cómo?" will be used during the 2001-02 academic year as a companion to the printed materials. The computer-based German version is complete and has been in use for five years [see <www.cosmolingua.pdx.edu> <www.fll.pdx.edu/lexikon/>].

"¿Cómo?" and "Wie, bitte?", its German parallel, were designed according to the ACTFL Proficiency Guidelines, both for language content and for the level of proficiency to which they aim to bring learners in the first year of a college course. The main classroom instruction consists of communication activities, developing from speech modeling to partner and small-group role-playing. Writing activities consist of contextual communicative tasks. Reading materials and listening materials, except the dialog models for role-playing, are drawn from authentic cultural materials appropriate to the functions, contexts and accuracy specifications of the targeted proficiency levels. Target functions and contexts go from absolute beginner to ACTFL Intermediate-High for speaking and writing. Comprehensible input ("i+1") is provided through the ACTFL Advanced level. Active vocabulary is restricted to slightly more than 1000 words, although the authentic materials and the "i+1" principle applied in classroom speech allow for considerable flexibility and enrichment. Grammar elements extend only to ACTFL Advanced level (for partial control only). Emphasis is on acquiring the communication strategies (e.g., circumlocution) that enable the learner to use a small but well-mastered vocabulary and grammar to carry out tasks that are beyond the reach of learners being taught with a conventional grammar-translation approach.

Both packages were written and produced by faculty in the Department of Foreign Languages and Literatures with other co-authors. The computer-based materials have been through three complete development stages and are now in browser-run html/Javascript. The package is augmented by other applications, such as a listening-comprehension tutorial using authentic radio broadcasts and a language-dedicated WWW chat room. The materials have won several awards, have been featured at invited conference presentations, and have served a models selected by state language committees.

Although some supplementary materials must still be identified or developed, the department has a history of utilizing existing materials as well as producing materials for use by others. The course materials are ready to use as the primary delivery medium for first-year Spanish. Some expansion of existing materials will be undertaken under this project. A full test bank based on the many existing Spanish tests must be revised so that these tests can be administered on-line, allowing more staff time for testing of speaking and individualized writing activities.

❑ Automate some grading and testing to provide more class time for language practice

One of the clearest opportunities to save class and instructor time is the automation of basic testing and grading . We intend to use our course presentation software (WebCT) to provide written quizzes and tests to students, and we will utilize automated grading, where applicable, to provide students immediate feedback and to record student achievement. Since the WebCT quizzes and tests can be opened and closed on a specific time schedule, we can assure that timely assessment of student proficiency forms the basis of our requirements for some students to attend additional class sessions (see above). In addition to moving written testing to the on-line environment, we intend to increase the size of our test bank using Earl Rees as a consultant for

both the course redesign and testing enhancements. We also intend to utilize the instructional design expertise available in our Instruction and Research Services group to achieve this objective.

Improvements in our test bank for quizzing and testing will be undertaken along with software improvements for presenting course materials. Both involve modest allocation of grant resources to projects that have been underway for more than ten years. That the core course materials are essentially ready to use and of sufficient quality in their WWW/CD-ROM form can be seen from at the website www.cosmolingua.pdx.edu. Nevertheless, materials for smooth use by large numbers of students need refinement by a professional programmer, and it will also be useful to add still more audio and visual media, a task which requires neither a programmer nor a professor, as heretofore, but rather a media processor of moderate expertise and patience.

We have already developed a modest bank of appropriate tests for conventional delivery, but we should expand it and, even more important, convert it to automated delivery. Both these activities, like all the others, can contribute to the "professionalization" of language teaching by attracting the participation of teaching assistants (even for course credit) and by showing them how much there is to do in our field.

❑   Develop a delivery model that can be replicated in other commonly taught languages, including programs teaching English to non-native speakers

Our expectation for the redesign project is that it will form a model for basic language instructional delivery and that we can replicate this model for other commonly-taught languages. We have some experience in this arena, since the current version of "¿Cómo?" was developed in parallel with the German program, "Wie, bitte?". That is, we have already used these common approaches in language instruction. Our objective is to increase the opportunities to generalize these specific models. Additionally, we expect that collaborative work between our language programs and our program in English for speakers of other languages (housed in our Applied Linguistics department) will result in improved models for language instruction.

We intend to transfer conventional instructional materials to technological delivery not only because it permits a savings in production and delivery, but also because the change in medium produces a distinct improvement in quality of instruction and learning. One example must suffice here: a student who is reading a small-print dialog in a printed textbook with small pictures, often in black and white, while trying to find the relevant sound recording on a linear medium, such as a cassette, which is also subject of rapid generation loss as an analog medium, is not going to learn as well as a student who can easily see the text display on a large screen or even a computer monitor, can call up the high-quality digitized sounds immediately whenever any sound is needed, can see the attendant illustrations and cultural materials immediately in cull color, and can easily maintain human contact with a conversational partner who is working with the same materials. Much the same can be said of automated testing: it can save vital classroom time for activities in interpersonal communication through the target language, which is an ingredient of immense importance in language-instruction programs, perhaps more so than in any other academic subject, since the teacher and instructional materials must be immediately

present during as much of the learning as possible, to provide and guide not only the content of communication but also the linguistic resources.

❑ Improve the language acquisition training of teaching assistants and instructors.

We intend to take several steps to improve the language teaching skills of teaching assistants. First, we intend to work with our faculty developers (Center for Academic Excellence) to specifically train language teaching assistants in language pedagogy. Further, as we enter into the course redesign, we will conduct intensive summer workshops for new language TA appointees. While we will begin with the Spanish language TA group, we expect to generalize this to all language TA assignments in the future. This is an area of special importance to us, because we often have some difficulty identifying teaching assistants for language courses.

In addition to training, we expect to modify the way we recruit teaching assistants. We will increasingly focus on students with language skills and interests in teaching at the K-12 level as potential teaching assistants. Further, we will be moving basic materials on language pedagogy to the online environment to assist teaching assistants with their courses. We expect that this will become the responsibility of the course coordinator. At present, we will develop a special WebCT course for Spanish language teaching assistants to provide content and teaching examples, along with the standard available tools such as chat rooms and bulletin boards.

A large percentage of our effort is devoted to staff training, not merely because many teaching assistants and other faculty need professional development in language pedagogy, but also because we must be able to count on their informed, positive support of the redesign as a specific project. In preparation for the first two years of implementation we will conduct late-summer intensive "boot camp" workshops, with paid participation, in which the participants will learn about the redesign, will receive basic pedagogical instruction, and will acquire the specialized skills they will need for that year's implementation (in the first year, technological competence for the electronic classroom and on-line teaching and course administration, in the second year advanced assessment skills). The workshops will also serve an essential purpose of our redesign: imbuing the staff with a sense of professionalization and understanding (which will be new to many, even some who have already taught languages) that language teaching and learning constitute a professional specialty which has principles, standards, methods, techniques, collegial networks, career paths, and opportunities for research, publication, and funding. Our redesign has a much better chance of success if our staff understands what expertise in teaching and success in learning actually are.

❑ Improve articulation of language instruction with K-12 partners.

The same purpose is to be served by another activity that we think makes our proposal distinctive: K-12 language instruction, both as a body of well-developed standards, teaching methods, and assessment tools that overshadow anything that higher education has yet to bring to bear, and as a community of colleagues who can serve as alternate mentors and role models to our teaching assistants. The culmination of this aspect will be a conference about program articulation, where K-12 and post-secondary teachers, including teaching assistants and regular faculty, will discuss the grand K-16+ articulation of language programs, especially in the key

areas of transition of post-secondary and continuation from the first year of college study. Although our staff will be the primary target and beneficiary of the conference, we also see it as a chance to reinforce the K-12 programs, which must regularly deal with their own problems: legislatures, community support, staff development, and administrative issues.

The same purposes, again, will be served by several other project activities, but in additional ways. The specialist assistant to the course supervisor is intended not only as a way to support the supervisor as the redesign of a large-enrollment course is implemented; it also serves as an outstanding way to support the redesign and to the professionalize the career of language teaching. Similarly, development of an on-line teacher training course and released time for regular faculty to conduct teacher-training courses will help to establish the training as a fully legitimate pursuit during graduate and advanced undergraduate study, while also helping us serve in-service K-12 teachers. The grant assessor has, beside the usual function of quality control, also the purpose of demanding that the grant plan be carried out according to the best professional standards, which the assessor will carefully communicate to all who still need to hear about them, with K-12 experts adding their support.

All such activities should be regarded as initiators of program content that should and can be maintained beyond the period of the grant. Pedagogy courses that are seen as necessary for the training of teaching assistants will establish themselves as regular parts of the curriculum. Work in them, and other activities conducted by professionalized staff, will lead to faculty research and publication projects, in which graduate students can participate, and to master's theses and conference presentations. The possibility of such professional achievement has already been established by occasional projects, but such activities must become integral parts of our language-instruction programs.

We are just as concerned with enlisting the learners' informed support as with that of the staff. By high school at the latest, learners come to language study with a well-developed, if often very distorted, image of language learning and the language classroom. Much direct instruction is wasted when there is not informed agreement about goals, learning processes, teaching methods, and instructional materials. We therefore intend to enlist the help of campus student-learning specialists to determine how best to prepare students to prepare themselves to learn a language. We anticipate the need for attention to learning styles, basic study habits, and even motivation as understood both in terms of awareness of success and of understanding of how language skills contribute to other achievements and areas of personal interest. We expect these determinations to affect not only how we offer learning, but to a certain extent what we offer in terms of language and content.

Key project personnel

Responsibility for the first-year Spanish course rests with the Spanish Section faculty: George Cabello, Jorge Lopez, DeLys Ostlund, Rob Sanders, and Cynthia Sloan.

Rob Sanders, Asst. Professor – Coordinator, Introductory Spanish

Earl Rees, Professor (retired) – Rees is the former director of first-year Spanish and has responsibility for supervising the course and training teaching assistants. Rees is a co-author of "¿Cómo?", described above. He has published about Hispanic cultural materials and augmented the "¿Cómo?" materials with original photography.

William B. Fischer – Professor, co-author with Rees of "¿Cómo?", author of two language textbook packages, expertise in language pedagogy and technology, has several awards and grants for application of technology to language teaching.

Support staff. Instruction and Research Services (Mark Kramer, Director) has assisted hundreds of faculty. Instructional designers (David Moore, Nancy Bowers) have specific training in pedagogy, course and learning environment design, and experience assisting faculty in moving courses to the online environment using distributed, asynchronous learning approaches, fully on-line approaches, and approaches for synchronous distance education. Other staff (Brent Schauer, Lorraine Duncan) have expertise in photography, graphic art, and programming in various research and script languages. This group has worked cooperatively for many years with Center for Academic Excellence (CAE) to assist in faculty development. Each term, CAE and IRS jointly sponsor 20-30 workshops on technology, pedagogy, and assessment.

Administrative staff. Support for the project staff will also come from the Office of Academic Affairs. Terrell Rhodes, Vice Provost for Curriculum and Undergraduate Studies, chairs the Advisory Committee on Academic Information Technology and has responsibility for coordinating university-wide initiatives in distance and distributed learning. James R. (Dick) Pratt, Vice Provost for Academic Personnel and Budget, will serve as the project coordinator. His responsibilities include oversight of the University pilot projects on course redesign ("Enhancing Faculty Vitality while Increasing Student Learning").

Project Time Line

Date	Project activities
July – Aug 01	course director and former director, departmental advisors, instructional technology specialists, instructional design specialists, learning specialists from CAE, and grant evaluator begin meeting monthly, with first meeting's topics: develop common notion of the course redesign, plan late-summer training session for TAs, plan student support activities; language people meet separately to decide about director's assistant, allocate teaching assistants to sub-teams, and review instructional materials; tech and language people meet separately to discuss technological support for course administration and research data collection; course website is begun; during summer quarter: CD-ROM piloted in at least one section of first-year Spanish; begin on-line teacher-training course preparation

Aug – Sept 01	director's assistant is chosen and begins "job shadowing" the director and acquiring thorough familiarity with the grant project and the course materials; CAE team prepares student learning tutorials; technology team refines software and inventories classroom technology resources and needs; participants in first summer training session are recruited; research projects are outlined, with participation of Applied Linguistics Department, School of Education, representatives from Oregon University System and PASS Project, and Portland Public Schools
Sept – Oct 01	planning for student learning tutorial and for late-summer staff training is completed; duplication of course CD-ROMs begins; course website is ready; mid-month: week-long staff training session; end of month: student learning tutorials and attitudes survey; WebCAPE tests in all sections to quantity "false beginners;" begin processing of new media resources
Oct – Nov 01	project presentation at COFLT conference, with recruitment of K-12 consultants
Nov 01	project plan presentation at national ACTFL conference
Dec 01	oral proficiency interviews for random student subgroup; writing assessments for all students
Jan 02	revised CD-ROM and web-based materials available; first pedagogy credit course (either in basic assessment or basic instructional technology for languages), with students recruited for team projects and/or thesis projects
Feb 02	entire team meets to assess first six months' progress and plan for summer staff training, materials update, etc.
Mar 02	project update report at spring COFLT; language staff plans staffing for next year, including new assistant to director; specialized tech training of selected TAs begins, in preparation for expansion of instructional materials and preparation of test bank
May 02	project exhibit at PSU Technology Fair; test bank materials ready as text files, conversion to automated administration begins; assessment of first-year students against Oregon K-12 benchmarks
Jul 02	second pedagogy credit course (see 01/02) as two-week workshop for graduate students and area K-12 teachers; summer first-year Spanish course implements full redesign
Aug 02	K-12 consultants join rest of team for twelve-month review of project and plans for articulation conference

Sep 02	second summer staff training camp; end of month: fall quarter begins, with redesigned course fully in place (except perhaps some transfer of testing); proficiency evaluation of entering second-year students, with subsequent trial redesign of that course; on-line teacher-training course ready
Oct 02	project update at COFLT conference
Nov 02	project presented at national ACTFL Conference
Feb 03	K-16 articulation conference, with themes: Is the redesigned course compatible with K-12 instruction and PASS entrance standards, in proficiency attained as well as manner of instruction? How will the redesigned first-year course affect the rest of the language curriculum, the major, and the graduate programs?
Mar 03	report about articulation conference at spring COFLT conference; project presentation at AAHE national conference
Jun 03	full assessment of all students in first- and second-year Spanish; analysis of first collection of proficiency data.

Assessment Plan

<u>Prior relevant assessment work</u>

For almost twenty years, the ACTFL Proficiency Guidelines have been available for use in post-secondary foreign-language instruction, materials development, and assessment. The Guidelines precisely describe proficiency at many levels for the skills of speaking, listening, reading and writing. The ACTFL Oral Proficiency Interview (OPI) provides a powerful assessment tool. Also available are other descriptions of standards, curriculum outlines, and assessment tools that are based on the Guidelines and OPI. Oregon teachers have helped lead the way in developing specialized standards for language proficiency in the state university system and in K-12.

Members of the redesign team have been involved for almost twenty years as well in ACTFL training and related activities, including materials production, curriculum design, test development, teacher training, and instructional technology. Available to us, then, are several bodies of prior relevant assessment work: 1) nationally published research data documenting levels of proficiency attained at many institutions over many levels of instruction over several decades, especially for the introductory language courses against which our redesign should be measured; 2) data collected over almost ten years within Oregon as part of the preparation for universal language instruction in K-12 and mandatory second-language competence for students entering the state university system - data particularly important to us for both its similar demographic population and because it directly affects our measure of success in improving K-12/post-secondary articulation; 3) data and student language samples collected over nearly two decades within our own programs, some of which data has already been disseminated in

publications and contributed to thesis research; 4) data recently acquired through assessment conducted as part of an internal grant, including both proficiency and prochievement assessments created here and computer-administered interactive-adaptive testing using an external program (BYU WebCAPE) which furnishes quantified results, student background information, details about item types and levels of difficulty, and comparison to scores at other institutions.

Assessing impact

Impact will be measured in several dimensions: 1) student language skills; 2) extent of student understanding of course goals, knowledge of language learning processes, and technological competence, and how they relate to learning outcomes; 3) effect of better course management on learning outcomes, especially the remediation activities; 4) effect of better staff training on learning outcomes; 5) effect of course redesign on other parts of the program (high-level language courses, the major, etc.) and on the "culture" of the department (selection of graduate students and teaching assistants, job descriptions, promotion and tenure, teaching evaluations, etc.). Some of the latter kinds of effects will occur only over a long time and may have to be gauged subjectively. But for the key areas language learning assessment and evaluation of the effectiveness of support activities (learning skills support, etc.), we will conduct systematic and quantifiable assessment directly based on the current best practice in the discipline.

Students in first-year Spanish have long been evaluated by assessments of practical competence, especially in speaking and writing. Those assessments, conducted several times each term (including individual oral tests), will be refined in their design, their administration, the record-keeping, and the archiving of samples. Use of the BYU WebCAPE will be extended throughout the course and at other levels of the program, in order to provide another dimension of quantifiable data that can be used to compare our learners with those in programs elsewhere, both post-secondary and K-12. Reading and listening tests will be developed, both from existing Spanish tests and on the example of the test manual already in existence for first-year German at PSU. We intend to make those tests computer-administered and conduct the testing outside class time.

To validate our internally-administered testing we will periodically bring in outside evaluators to conduct official assessments approved by ACTFL and by the bodies responsible for testing in Oregon. The data collected will be suitable for comparison to the prior published relevant research this described earlier in this section.

Assessing implementation

We propose five semi-independent means of assessing and documenting implementation, in addition to our own reports during the grant activity: 1) use of the PSU Applied Linguistics laboratory classrooms to videotape extensive samples of classroom instruction, so that learner behaviors and outcomes can be gauged in comparison to actual instructor behaviors; 2) regular consultation by K-12 colleagues, both to guide our redesign and to record its progress; 3) regular observation by our grant evaluator, herself a Pew director who has great knowledge of language acquisition and teaching, and also long experience with large-scale use of technology in language

instruction. 4) assessment of technology use, conducted by OIT; 5) assessment of student conformity to attendance policies designed to encourage remediation.

<u>Assessing online components</u>

The online and technology enhanced portions of this project require additional methods for their proper assessment. Online tools provide opportunities for efficiencies with regard to course logistics. Organizing and communicating instructional prescriptions, course management, and interacting with course materials can all be done through databases and network connections. These technologies provide capabilities that have been too cumbersome to implement prior to technological advances. Portland State has been implementing these tools for a number of years and is convinced of the need for a stringent assessment program.

Contribution to goals. We intend to increase access while decreasing staff costs. Savings cannot be realized without using different instructional methods and strategies. We are proceeding on the hypothesis that the mediation provided by a variety of technological tools to some degree can replace the status quo. In particular, these online tools will be used to improve the efficiency of testing, quizzing, student record keeping, and management of assignments, while providing instructional interaction with regards to writing assignments, language practice, vocabulary development and grammar study. The specific strategies for achieving these goals will be assessed individually as to their contribution to course goals.

Variable identification. When assessing any instructional technology it is important to clearly articulate which variables are being assessed. Gains in efficiency may make particular course methodologies practical when previously they were awkward or impossible to implement. Variables such as time independence, control over pacing, and interoperability of data, among many others, will be assessed as to their influence on enhanced efficiency. In addition, instructional variables that may influence effectiveness include; time on task, feedback, presentation forms, number of encounters, practice opportunities, student-teacher interaction will also be assessed. We are planning to catalog these variables so they can be assessed in the detail needed to draw conclusions on their influence.

Instrument Development. A variety of instruments will be developed to assess these individual and aggregate variables. These instruments will include surveys addressing student satisfaction, faculty confidence and comfort. Additional instruments for gauging student success and achievement will be developed. PSU has been assessing student opinions on a variety of technological variables across the curriculum, particularly with regard to Internet centric courses and other distributed technologies.

Formative and Summative Assessment. This project's long implementation phase demands that assessment not wait till the end. It is crucial that assessment is implemented on a periodic basis to enhance and shape the project. In particular, the value of instructor training will be assessed and evaluated at a formative stage. Subsequent project modification will need to be immediately implemented because it is the faculty involved in the project who will have the greatest influence in instituting a course design that takes advantage of innovative tools, materials, and strategies.

Dissemination Plan

<u>On Campus</u>

PSU's Center for Academic Excellence (CAE) and Instruction and Research Services (IRS) group provide an on-going suite of workshops for the exchange of ideas and approaches among faculty. Further, CAE manages the University's Teaching and Learning with Technology Roundtable (TLTR) which focuses exclusively on issues related to technology-based instruction.

In addition to our CAE linkages, the University is currently supporting a pilot project on course redesign involving five departments (including Foreign Languages and Literatures). These pilot project groups are scheduled to report to the campus on their redesign activities in December 2001 and in the fall of 2002. PSU is also a participant in the Urban Universities Portfolio Project (UUPP) of AAHE. The UUPP web site share campus development projects with the internal and external community.

<u>Peer Institutions</u>

The Oregon University System hosts an annual meeting to present and report developments within the state in terms of on-line, distributed, and technology-based instruction. PSU, along with several other institutions, participates in the OUS Learning Anytime Anywhere Project (LAAP) which also seeks to identify and disseminate technology-based redesigns of courses. PSU is also a regular participant in the work of the Urban 13, a collaborative of urban universities, which also exchange information, arrange campus visits, and disseminate the results of teaching scholarship among the member institutions.

<u>In State/Regional</u>

Foreign language faculty regularly participate with colleagues in the Confederation of Oregon Foreign Language Teachers (COFLT) and Computer-Assisted Language Instruction Consortium (CALICO) regional conferences. Further, we intend to disseminate the products of our redesign project at regular meetings of the K-12 CIM/CAM coordinators.

<u>National</u>

As we have done repeatedly in the past, our foreign language faculty will disseminate their work at national conferences and in national and international journals focused on language instruction. Conferences include the annual meeting of the American Council of Teachers of Foreign Language (ACTFL) as well as the regional conferences of CALICO and COFLT. Further, we intend to publish our work in journals such as *Foreign Language Annals* (published by ACTFL), *Modern Language Journal, Hispania* (published by the American Association of Teachers of Spanish and Portuguese).

Additionally, we anticipate that we will continue posting of teaching resources on our web sites. Examples of these postings are referenced in the proposal. We expect to post not only our teaching materials, but evidence of our approach and success with the redesign project. Since

materials available for use in Introductory Spanish are owned by our faculty (and others) and produced by commercial publishing houses, we anticipate continuing to disseminate course materials in this way.

<u>Higher Education</u>

We expect to present the results of our work at national conferences such as the American Association for Higher Education, American Education Research Association, EDUCAUSE and similar venues. Some of these anticipated presentations are described in the proposal body. In the first year of the project, we will host a special conference at PSU as described above.

Summary Of Expectations
Portland State University – Introductory Spanish

Success and the most important goal. Our single most important goal would be to maintain or improve student learning while containing costs. From our perspective, we would see that 1) the best learners would continue to achieve the level of proficiency they currently achieve, which is outstanding when measured against the national norm and nearby programs; but more learners would join them in achieving greater proficiency, with the help of a move away from seat-time and the addition of remediation, 2) more learners would be served by the same amount of staff-hours, 3) assessment would be much more systematic, which would improve quality within the course and would also lead to regular research and publication, including expansion of graduate program. 4) technology would indeed increase program quality by improving delivery of instructional materials and support functions (record-keeping, identification and notification of students for remediation), 5) our sense of "professionalization" would increase among course staff and also in the department, 6) articulation with K-12 would improve, leading as well to better articulation between the large-enrollment first-year course and the still quite large second-year course, and 7) pressure on classroom facilities would decrease.

Impacts of redesign.

Program quality. What we offer to the students - will improve slightly, and we will know much more precisely just what the quality is. Student learning will increase considerably, and we will be able to document it closely.

Student differential. The best learners - that is, those who learn almost anything well or who have special talent for proficiency-oriented learning - will continue to learn well, as they always do. The increased attention to proficiency principles, the greater attention to learning styles and to students who take longer to meet standards, institution of standards-based learning and assessment policies, and de-emphasis of the principle of seat-time/credit, will help a greater proportion of the students do better than they would otherwise. We are less concerned about other differentials among students, although the movement of portions of course to on-line learning requires teaching student how to learn in that environment. Without such training, students with limited intrinsic motivation will do better under seat time principles.

Content areas. We expect redesign to work well for all content areas, because the course will be designed, taught and administered with an increased consistency between proficiency goals and the materials and methods used to attain them. Allowing for that, we expect to maintain our good record in achieving speaking proficiency while improving learner competence in writing, listening, speaking and communication and learning strategies.

Challenges. Challenges that exist include some general resistance by some faculty to technological innovation in teaching.

Content. Our current course design is proficiency-based, so content coverage is less of an issue than it might be in other subject areas. We have already made the transition to limiting the course content to achieve improved proficiency and performance.

Technology. We expect to spend more time teaching students how to interact with the technology-based components of the course. This is an important and overlooked need.

Faculty development and support. The special need to provide development and support for teaching assistants and fixed term or adjunct faculty is a special concern. However, we

believe that planning these activities into our project will improve understanding of language pedagogy among our regular faculty.

Institutional and departmental understanding. The institution has been committed for some time to information technology and supporting IT-based resources in teaching. For many years, we have assisted and supported faculty, engaged in training, and provided instructional design support. What we have not done is invest, as we would in this project, very significant resources in a given academic unit. Further, in the field of languages and literature, there remains a deep schism between faculty with interests in language acquisition and pedagogy and literature. Professionalizing and honoring language acquisition will elevate the value of the work of many of our dedicated, but underappreciated, language faculty.

Student attitudes. Students have already responded well to on-line instruction. Anecdotal evidence from our IRS staff demonstrates regular requests on the part of students to move more course work to the on-line environment. In general, students report to us preferred course designs like the one we have proposed: reduce seat time, make materials available on a 24/7 schedule, but retain face-to-face instruction. Given that over half of PSU students have private internet service providers, movement of course materials to the on-line environment is desirable for the vast majority of students.

Reactions to redesign

Faculty across the languages (Chinese, French, German, Italian, Japanese, Russian, Spanish) have moved to proficiency-based early learning focusing on limited vocabulary and grammar and utilizing "realia" for teaching purposes. Since course redesign for proficiency is already valued by the department, we anticipate little antipathy. Greater concern by the faculty exists concerning the quality of second year students who move into upper division courses. The faculty, as a larger body, has demonstrated consistent interest in models of distributed learning as evidenced by our long-term faculty participation in workshops, Teaching and Learning with Technology Roundtable (TLTR) groups, and summer institutes. Interest in the use of course presentation software is so strong that we had to upgrade our WebCT site license to "unlimited" seats as the numbers of supported courses grew by nearly 100% in a six-month period. However, faculty remain deeply skeptical about unresolved issues concerning course work and courseware ownership and control of intellectual property.

Support from department and institution

The department has considerable experience in redesign and, especially, articulation with K-12 teachers to achieve uniform and valid language proficiency assessments. Departmental support is strong but wary, because enrollment in some language areas is increasing more rapidly than supporting resources. The University exists in a state system that was ranked 45th in the nation in per capita support of higher education in 1997-98 (now 33rd in 2000-01). Approaches that conserve student learning while reducing costs are attractive in this resource environment. Further, the University has previously led transformational change efforts (reform of general education) and is willing to experiment and assess results. Over the last decade, the University has invested resources in faculty development and support of information technology, and there is a core support for purposeful use of IT to reduce costs and maintain student learning. Plus, it is what our students expect of us.

Course Planning Tool Narrative
Portland State University – Introductory Spanish

We teach introductory Spanish (SPAN 101-103) as a year-long, three-term course. In recent years, we have arbitrarily set enrollment at about 240, based on offering 10 sections. We forego significant additional enrollment, and some students enroll at local community colleges. Students seeking BA degrees at PSU must complete the equivalent of two years of university-level language; students in international studies must complete the equivalent of three years of university language study.

Our course planning tool is based on assumptions about the oversight and teaching responsibility for Introductory Spanish. A senior faculty member coordinates the course content, selects and trains teaching assistants, manages the course, and teaches one section. The remaining sections (typically 9-10) are taught by teaching assistants, each of whom prepares materials and tests (although new, electronic [CD-ROM] materials prepared by PSU faculty are being tested in 2000-01). Departmental professional staff are largely engaged in mundane work that includes photocopying handouts, preparing exams, and similar clerical support for the traditional course.

In our estimate of work in the redesigned course, we expect that teaching assistants will spend less time in course preparation and delivery. There are several reasons for these changes, but the principal effects of the redesign place emphasis on on-line testing, course manager control of certain elements of the course (especially the writing and grammar portions of the course, which will be delivered on-line), and a change in the way that teaching assistants spend class time. Professional staff will aid in tracking student progress and will manage grading and language proficiency assessment information in the course presentations software.

We expect that the course manager will prepare on-line materials for use by all sections. This means that the contact time between teaching assistants and students will be more focused on the crucial area of interactive speaking, including organizing small group speaking. We further assume that two teaching assistants will share the work of teaching three sections (sections are currently 20-24 and will increase to 30-36). This will allow us to accommodate approximately 300 students in the same number of course sections now attended by 200-240 students. Attrition is currently about 25% from fall to spring, and we expect less attrition following the redesign.

Course meetings after redesign will focus on speaking and will be fewer in number each week for many students (typically 2 meetings instead of 3). Further, because we will be better able to assess student performance, we will assign some students (typically low performers, but also some of the so-called "false beginners") to a third weekly meeting time shared by two teaching assistants. This means that course meeting time will not change for some students or that required course meeting attendance will vary weekly based on performance. The third meeting each week will be for these smaller groups. Additionally, we will be moving some in-class speaking practice to out-of-class assignments to be completed by small groups of students. Teaching assistants will focus much of their grading effort on assessments of spoken language proficiency based on ACTFL standards.

We have shown in the work assignments of teaching assistants the time they will need to complete training. Some of this training will be in the summer and some will be on-line; experienced teaching assistants may not need to complete this training or may be able to complete training in less time that newly assigned teaching assistants.

Course Structure Form
Portland State University – Introductory Spanish

Traditional

One full-time faculty members teaches one section of the course with the following responsibilities:
- prepare and deliver 3 lectures per week
- supervise 9 TAs
- train and evaluate TA group
- create assignments and exams
- hold two office hours per week

Nine TAs assist in teaching parallel sections with the following responsibilities:
- prepare and deliver 3 lectures per week to one section
- create assignments and exams
- proctor and grade exams
- hold two office hours per week
- attend orientation and staff meetings

Professional staff
- Prepare paper materials
- Copy and distribute handouts, assignments, tests and exams

Redesign

One full-time faculty member coordinates entire course with the following responsibilities:
- prepare and deliver 2 class session per week.
- supervise 10 TAs
- create assignments and exams
- hold two office hours per week
- conduct training and monitor TA performance

Ten TAs assist in teaching each section with the following responsibilities:
- conduct 2 class meetings per week for two-three sections (shared with a partner TA)
- conduct 1 team-taught class meeting per week (conversation only) with a partner TA
- grade assignments, proctor exams
- for assigned sections, manage student proficiency assessment grading in WebCT
- attend orientation, training and staff meetings, hold office hours

Professional staff:
- convert written materials to electronic format for web posting
- maintain grade and enrollment data in course management software (WebCT)
- monitor automated email to enrolled students

Budget
Portland State University – Introductory Spanish

Portland State University	2001-02	2002-03	Total
Salaries			
Graduate administrative assistant, 0.49 FTE	12,240	12,730	24,970
Instructional designer, approx. 0.25 FTE	13,134	13,659	26,793
Faculty release and summer stipends	7,200	14,976	22,176
Graduate student training stipends	18,000	20,600	38,600
Teaching assistant trainer	2,020	3,200	5,220
Fringe benefits			
Graduate student training stipends @ 5%	900	1,030	1,930
Graduate asst. @ 10% of stipend	1,224	1,273	2,497
Faculty summer stipends @ 24%	1,728	3,594	5,322
Salaried staff @ 35% of salary	4,597	4,781	9,378
SUBTOTAL Personnel	61,043	75,843	136,886
Consultants			
Earl Rees	7,500	2,500	10,000
Mary Bastiani	2,500	2,500	5,000
ACTFL testing consultants	7,400	11,000	18,400
Printing and publication		3,200	3,200
Conferences/Meetings			
Articulation conference with K-12 and local Community college faculty		8,000	8,000
Supplies and materials	3,150	2,850	6,000
Travel			
Attendance at AAHE assessment conf. ACTFL, AAHE national conference	3,000	9,500	12,500
Total	84,593	115,393	199,986

Budget Narrative

Personnel expenses: salaries and fringe benefits

Funds are requested for support of essential project personnel. In addition, the University commitment to project support is described at the end of this narrative.

Graduate administrative assistant. These funds will support a half-time graduate assistant to the course director (Robert Sanders). The graduate assistant to be named will play a leading role in organizing training for graduate students and program faculty, coordinating project work with the instructional design support staff, and

administering day-to-day project activities. The assistant will be drawn from those experienced in teaching in the Introductory Spanish course.

Instructional designer. The Instruction and Research Services group will commit at least 0.25 FTE of one instructional designer to this project. Funds are requested to release the staff member for the appropriate amount of effort. The released funds will be used to replace some IRS services.

Faculty release and summer stipends. Funds are requested for partial summer support and academic year release time for Dr. Sanders and other members of the Foreign Languages and Literatures faculty to assist in TA training and project-related activities, including work with K-12 teachers. The request for funds is larger in the second year of the project to assure full implementation of the redesigned course.

Graduate student training stipends. Funds are requested to assist the project team in training graduate assistants in language pedagogy and implementation of the course redesign. In the first year, training will focus on language pedagogy, the use of current materials, and the assessment of students. In the second year, the training will focus on language pedagogy in the redesigned course along with improvements in materials and implementation of some aspects of the impact assessment plan.

TA trainer. Specialists from the Center for Academic Excellence will help us design effective teaching activities and train teaching assistants. The major part of the student's language learning has to occur outside the classroom, not only by direct study but also through the students' acquisition of a better understanding of program goals, of how genuine language learning takes place, and of how individual learning styles differ.

Fringe benefits. Benefits are estimated based on currently approved University rates. Rates for salaried staff and faculty are subject to modification based on the results of collective bargaining.

Consultants

Funds are requested for consultants to assist with the course redesign, with project evaluation, and with student assessment. The specific roles of the consultants follow.

Earl Rees, course design consultation and test bank preparation. Rees is the former course director and provides the continuity that carries the program from its basic philosophy and materials, already in place, to its redesigned form, which involves rethinking of staffing and a change in medium of delivery. The redesign will also require building a more comprehensive bank of test and quiz questions, parts of which can be converted into computer-assisted administration.

Mary Bastiani, project evaluator. Bastiani of Portland Public Schools, will support the project by evaluating the project in terms of faculty and student training and the quality of the materials and teaching approach. Additionally, her participation as assessor would contribute to the redesign based on her ties to K-12 programs and our need to contribute to K-16 articulation. Her immense prestige in the language-teaching profession will help us disseminate our work and enhance its reputation.

ACTFL consultants, student performance assessment. To have validity that will be universally acknowledged, the program's results must be evaluated by impartial assessors against the dominant national scale, which is the ACTFL Oral Proficiency Interview. The ACTFL consultants also will evaluate student performance in relation to state standards, since a chief feature of the redesign will have to do with K-16 articulation.

Printing and publication

Funds are requested for page charges and related costs of publishing in national journals.

Conferences/Meetings

Funds are requested to hold a statewide conference for college, university and K-12 educators. For the redesign to take root and live beyond the grant, the course must be integrated into the larger Spanish program, in part by helping

to change it. The course must also harmonize with outcomes of K-12 Spanish instruction. The requested funds are to pay for substitute teachers in K-12 teachers, to support participation of colleagues from outside the metropolitan area, and to pay fees for an external articulation expert to lead a portion of the conference.

Supplies and materials

Funds are requested for reproduction of cultural materials, including the costs of digitizing images and copyright fees for use of some instructional materials.

Travel

Funds are requested to pay travel expenses for members of the project team to attend national conferences and present the results of their work. In the first year, we expect to send up to three members of the project team (faculty, instructional designers, teaching assistants) to the AAHE assessment conference. In the second year of the project, up to five members will attend national conferences to present results of the redesign project at the ACTFL and AAHE national meetings.

Other

The University's usual indirect cost rate of 42% of modified total direct costs is waived.

University contribution of resources

In addition to the funds requested in support of the project, PSU intends to contribute additional resources as follows.

Summer stipends. The University will contribute a portion (up to $4000) of summer stipend for Dr. Sanders during the two years of the project.

Graduate assistant tuition. The University will contribute the cost of tuition remission (currently $5830 per year) for the graduate administrative assistant.

Instructional design support. The University will contribute additional, unspecified staff time from its Instruction and Research Services group in support of the project. These resources include photographic support, course management software training for faculty and teaching assistants, and necessary programming support to effect automatic notification of students (as outlined in the project narrative).

No funds are requested for equipment or equipment maintenance for teaching laboratories, open-access computer laboratories, faculty resource center equipment, software licensing or other forms of instructional technology support. These resources are provided for in University operating budgets.

Portland State University Introductory Spanish	TRADITIONAL				REDESIGN			
	Fall	Winter	Spring	Total	Fall	Winter	Spring	Total
COURSE STRUCTURE								
Length of term (in weeks)	10	10	10	30	10	10	10	30
Total enrollment	240	220	200	660	300	270	240	810
# of type 1 sections	10	10	10	30	10	10	10	30
# of type 2 sections								
# of type 3 sections								
# of students per type 1 section	24	22	20	66	30	27	24	81
# of students per type 2 section								
# of students per type 3 section								
FOR EACH SECTION								
Section 1 type								
Total # of in-class hours per week	4	4	4	12	3	3	3	9
Total # of lectures per week	3	3	3	9				
Length of each lecture (hours)	1.3	1.3	1.3					
Total # of recitations per week					1	1	1	3
Length of each recitation (hours)					1	1	1	3
Total # of labs per week								
Length of each lab (hours)								
Total # of other meetings per week					2	2	2	6
Length of each (hours)					1	1	1	3
Section 2 type								
Total # of in-class hours per week								
Total # of lectures per week								
Length of each lecture (hours)								
Total # of recitations per week								
Length of each recitation (hours)								
Total # of labs per week								
Length of each lab (hours)								
Total # of other meetings per week								
Length of each (hours)								